DOCUMENT RESUME

ED 372 779 JC 930 190

AUTHOR	Franco, Robert W., Ed.; Shimabukuro, James N., Ed.
TITLE	Beyond the Classroom: International Education and the Community College. Volume IV. Working with Local Business To Enhance Asian-Pacific Understanding.
INSTITUTION	Hawaii Univ., Honolulu. Kapiolani Community Coll.
SPONS AGENCY	American Association of Community Colleges, Washington, DC.; Kellogg Foundation, Battle Creek, Mich.
PUB DATE	92
NOTE	87p.; For volumes I-III, see JC 930 187-JC 930 189.
PUB TYPE	Collected Works - General (020) -- Reports - Descriptive (141)
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	*Asian Studies; Community Colleges; Cultural Awareness; *Employer Attitudes; *Intercultural Communication; *International Communication; International Trade; *Multicultural Education; *School Business Relationship; Two Year Colleges
IDENTIFIERS	Asia Pacific Region

ABSTRACT

Part of a four-volume set in which community college educators discuss their efforts to internationalize the educational experience of the students and communities they serve, volume IV in this series focuses on the growing importance of community colleges in providing short-term, intensive training in international business and intercultural communication to meet the identified needs of local business. Volume IV contains the following essays: (1) "The Emerging Role of Community Colleges in International Business Training," by Thomas Snyder; (2) "The World Trade Center Institute," by Charlanne T. Nee; (3) "Enhancing Asian-Pacific Understanding in Hawai'i's Business Community," by Sharon Narimatsu; (4) "International Business Education and Training for the Fox Cities Area," by James Pierce; and (5) "Working with Local Business in the Kalamazoo Area," by Theo S. Sypris. Concluding comments discuss similarities and differences in the approaches of the colleges, successful implementation strategies, and future issues. An epilogue analyzes the international events of the past 18 months and argues for a merger of international and multicultural perspectives. (KP)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 372 779

BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

R. Franco

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

VOLUME IV

WORKING WITH LOCAL BUSINESS TO ENHANCE ASIAN-PACIFIC UNDERSTANDING

JC 930 190

BEST COPY AVAILABLE

BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

VOLUME I

Internationalizing the Curriculum with an Asian-Pacific Emphasis

VOLUME II

Internationalizing the Campus Environment

VOLUME III

Creating Institutional Links in Asia and the Pacific

VOLUME IV

Working with Local Business to Enhance Asian-Pacific Understanding

BEYOND THE CLASSROOM

INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

VOLUME IV
WORKING WITH LOCAL BUSINESS
TO ENHANCE ASIAN-PACIFIC UNDERSTANDING

EDITORS
Robert W. Franco, PhD
James N. Shimabukuro, EdD

AN AACJC/KELLOGG FOUNDATION
BEACON PROJECT

BEYOND THE CLASSROOM: INTERNATIONAL EDUCATION AND THE COMMUNITY COLLEGE

EDITORS
Robert W. Franco, PhD
James N. Shimabukuro, EdD

EDITORIAL BOARD
Dennis Kawaharada, PhD
Bert Y. Kimura, PhD
Loretta O. Q. Pang
C. Eric Sears, PhD
Kauka H. de Silva

This publication of *Beyond the Classroom: International Education and the Community College* is supported by a grant from The Kellogg Foundation

Copyright © 1992
All rights reserved

University of Hawai`i
Kapi`olani Community College
4303 Diamond Head Road
Honolulu, Hawaii 96816

Printed in the United States of America

6

Table of Contents

Overview 1

The Emerging Role of Community Colleges in International Business Training—*Thomas Snyder* 3
- The Role of Community Colleges in Current Economic Development 4
- The Need Is Now 5
- The International Training Needs of Business 5
- How Coastline Community College Responded 7
- The Role of Universities and Community Colleges 9
- Conclusion: The Challenges 11

The World Trade Center Institute—*Charlanne T. Nee* 13
- A Study of International Business Training Needs in Orange County 14
- Expanding the International Business Curriculum 15
- Improving Access to International Business Resources 17
- Promoting the Program in the Community 20

Enhancing Asian-Pacific Understanding in Hawai'i's Business Community—*Sharon Narimatsu* 21
- International Business/Importing and Exporting Program 21
- Japanese Business, Language and Culture Program 27
- Multicultural Asian-Pacific Studies 27
- Conclusion 28

International Business Education and Training for the Fox Cities Area—*James Pierce* 31
- Past Activities 32
- What Has Not Worked and Why 32
- Future Directions 34
- Conclusion 36

Working with Local Business in the Kalamazoo Area—*Theo S. Sypris* 39
- Program Developments 39
- Funding Base 40
- Administrative Support 40
- Faculty Role 41
- Faculty Development and Resources 41
- Student Involvement 41
- Community Input 42
- Future Directions 42
- Conclusion 43
- Appendix 43

Conclusion **45**
How Did They Do It? 46
Future Directions and Issues 46

Epilogue **49**

Participating Colleges & Authors **55**
Coast Community College District 55
Coastline Community College 56
Golden West College 57
Fox Valley Technical College 59
University of Hawai'i Community Colleges 62
Honolulu Community College 62
Kapi'olani Community College 66
Leeward Community College 69
Maui Community College 73
Windward Community College 76
Kalamazoo Valley Community College 80
Northern Marianas College 82

Addresses of Participating Colleges **84**

The Pacific Rim and the Pacific Islands

BEST COPY AVAILABLE

Overview

The following set of papers focuses on the growing importance of community colleges in providing short-term, intensive training in international business and intercultural communication to meet the identified needs of local business. Among the Beacon Associate Colleges, Coastline Community College provides the strongest model for access to quality training and international business educational resources. Coastline is also a leader in developing international business curricula, and it is disseminating that curricula throughout the California community college system and beyond.

Kapi'olani Community College's Office of Community Services (OCS) provides an impressive international business and intercultural communication training program with a focus on improving Hawai'i's ability to do business in Asia and the Pacific. The noncredit offerings at Kapi'olani have been developed after thorough surveying of the needs of Hawai'i business. In addition, the OCS staff has conducted ongoing evaluations and is making appropriate adjustments to course offerings.

Fox Valley Technical College has also used survey data to identify the international business and intercultural communication training needs of local business. With these data in hand, it began to develop and provide noncredit courses and workshops. In discussing what has not worked and why, the Fox Valley contributors to this volume assess their CADET program and share the valuable insights they have gained from its successes and challenges. Building on survey and other data, the college's administration, faculty, and staff are committed to developing a comprehensive package of international business and intercultural communication training activities.

The contribution from Kalamazoo Valley Community College discusses efforts at internationalizing the business education curriculum in the credit program and developing stronger training links with the local business community. Although in an early developmental phase, Kalamazoo Valley has taken the first steps in explicitly linking local business needs to its international business offerings in the credit program. With strong administrative and faculty support, Kalamazoo Valley can

develop appropriate short-term international and intercultural courses which articulate with its impressive International Studies Degree and Certificate programs (see Sypris, volume I).

The four colleges represented in this volume are all equally committed to the important role community colleges can play in providing crucial international and intercultural training to the business community in the United States. On the strength of this commitment they are willing to share what they have learned from their successes and their challenges.

Each of the four colleges will be developing more comprehensive training programs in the next 12 months, and these will be discussed at the Beacon conference in 1992. More importantly, the conference will provide these and other colleges the opportunity to forge a community of colleges with an ongoing commitment to making U.S. business a more sensitive and understanding partner in the global marketplace.

—RWF

The Emerging Role of Community Colleges in International Business Training

Thomas Snyder
Coastline Community College

Today's college undergraduates must develop an enhanced global perspective and a greater sensitivity to the growing cultural diversity in their own communities to succeed in their careers. A business marketing proposal with a global, multicultural perspective will have a far greater chance of acceptance in the increasingly interdependent world of the 21st century. Practical international business courses and intercultural training are needed *now* if the United States is to survive as a major economic power.

Community colleges can and should play an important role in providing international business training in the United States. For the following reasons, they can offer such educational services:

- Part of the community college mission is to assist the economic development of their local service areas.
- Community colleges are *accessible* to business employees.
- Community colleges are *available* within an hour's drive of many of the nation's potential exporting companies.
- Community college tuition or contract education fees are *affordable* for individuals and small and medium-sized businesses.
- Community colleges can schedule classes at times *convenient* for workers and part-time students.
- Community colleges can quickly adapt and update their courses to reflect changes in business regulations and economic environments.
- Community colleges create a practical learning environment in which adults are comfortable.
- When their faculties are unable to provide the necessary expertise, community colleges can hire adjunct instructors who are knowledgeable about the realities of the workplace.

In U.S. Department of Education funded surveys conducted by colleges and universities, businesses identified community colleges as their higher education institutions of choice for delivering practical international business training. A review of current community college economic development activities will be helpful in understanding how and why community colleges have been addressing this need.

The Role of Community Colleges in Current Economic Development

American business and industry are looking to the comprehensive two-year colleges to prepare their current and future employees to be literate and competent in the workplace. On a basic level, employers expect the community colleges to upgrade the reading and writing skills of their employees through both the Language Arts and English as a Second Language (ESL) curricula and to increase the mathematical, computational and computer skills of America's 21st century labor force.

Some community colleges, such as Coastline, are hired by companies to assess potential applicants before accepting the applicants into the job candidate pool. Many community colleges are receiving state employment training grants to teach the employees of newly located industries the requisite skills to make competitive products for the world's markets.

California's community colleges have established a statewide series of economic development programs to meet the needs of the state's employers, including those in agribusiness. This rapidly growing organization is called Ed>Net. Every state-supported community college in California is connected by computer modem to the Ed>Net coordination office located in Fresno. Employers call Ed>Net's 800 number for many types of assistance. Ed>Net has training and resource centers for hazardous materials, applied technology, small business development, international trade development and, in the summer of 1991, workplace literacy.

Ed>Net also receives requests for in-plant contract training. Today, community colleges are teaching engineers the new quality assurance program called Total Quality Management. Many companies have turned to the two-year colleges to train their employees on computer-controlled production equipment, local area computer networks and sophisticated software used by the aerospace industry. For years the nation's community colleges have provided training for thousands of unemployed or underemployed workers through the Job Training Partnership Act (JTPA) and the Comprehensive Employment Training Act (CETA).

Adding a global perspective to the two-year college curriculum is part of this overall effort to create efficient, well-prepared entrepreneurs and employees for the 21st Century. Without courses that include a global perspective, can two-year colleges claim they are adequately preparing today's transfer-oriented students? Although a number of universities have been slow to add international perspectives to many of their courses, university administrators are being prodded by the employers of their graduates and their academic colleagues to do more. It seems logical that community colleges, in anticipation of this need, would want to start now to enhance the global perspective of their courses before being mandated to do so by the four-year colleges and universities. With the globalization of their two-year curricula, community colleges would be moving along with four-year institutions into this area rather than following a step behind.

The Need Is Now

The need to globalize the two-year curriculum exists now! Although the U.S. Commerce Department reports that the 1990 U.S. trade deficit is at a six-year low, American consumers still bought $99.3 billion more foreign-made goods and services than American companies were able to sell to foreign consumers. This trade deficit staggers the imagination, considering that the value of the dollar fell sharply against the Japanese yen and most European currencies.

Even the most optimistic of economists are predicting that in 1992 the trade deficit will remain at $75–80 billion—if the U.S. economy is fully recovered. These deficits are only a recent phenomenon in U.S. history. In 1985, the United States became a debtor nation for the first time in 71 years. By 1985, too few American companies were exporting, and U.S. overseas investment earnings were unable to offset the tidal wave of imports. According to the U.S. Commerce Department, only 225 U.S. companies generate over 70 percent of the nation's exports. It estimates that there are over 50,000 companies who produce foreign-desired products and services and have the capacity, but not the plans, to export their products. Such insular thinking is even more amazing when one remembers this nation's leading trading partner is not distant China, Japan, or Germany, but our northern neighbor, Canada.

Other crucial economic issues abound. The General Agreement on Tariffs and Trades (GATT) talks must result in enhanced opportunities to export America's agricultural products. Congress needs to enact banking reform legislation to allow the nation's financial institutions to once again be among the largest in the world. Not a single U.S. bank ranks in the list of the world's top ten financial institutions. The U.S. transportation infrastructure of highways, railroads, and ports must be improved for safety and efficiency without jeopardizing the environment.

The United States needs to develop an energy policy which will drastically reduce its import of foreign oil. Energy resources represent in dollars the nation's largest imported product. Since 1958, the United States has annually consumed more energy than it has produced. A frequently cited statistic during the Persian Gulf debate was that our country imported over 50 percent of its energy resources despite five years of continuous reduction in consumption.

This is the broad global economic context that must be urgently addressed through more flexible, more adaptive, and more focused community college international business education curricula and programs.

The International Training Needs of Business

In 1985, Coastline received a U.S. Department of Education grant to survey and interview leading corporate executives of Orange County's small and large exporting and non-exporting companies about the international training needs of busi-

ness. The results of that survey have subsequently been confirmed by similar surveys conducted by major universities and colleges across the nation:

- For the larger exporting companies, foreign markets were more profitable than domestic markets. Most American CEOs look upon a foreign assignment as a major midcareer advancement within their companies. Only employees who have been with a company a minimum of five years and an average of 15 years are given these assignments. One of the greatest frustrations to Americans graduating with baccalaureate or master's degrees in international business is that, as a rule, they are never given foreign assignments until they have proven themselves in the company over a period of several years. According to the surveys, financial institutions and energy corporations are exceptions to this general rule.
- Shockingly, most middle-management executives receive fewer than six weeks notice to prepare for a foreign assignment, and this includes moving to the foreign country. For some, a foreign assignment means staying in the U.S. but managing communications with overseas markets. These domestic-based assignments require them to learn many intricate rules and regulations about doing business with foreign countries, as well as a wide range of cultural value systems and nuances. In some nations, business is conducted less quickly and directly than most American businessmen are accustomed.
- The business people who most need the international business training are usually 30-45 year olds who already have one or more degrees. They do not want, nor do they have the time, to complete another degree in international business. However, the surveys indicate a strong desire to complete a certificate-based program of courses. International business training can be intensive and must be done over a period shorter than the traditional semester of 15 to 18 weeks. Practical operations training should be conducted in three-week, six-week, and, at the most, nine-week periods. One business executive commented: "Let your traditional students and our aspiring managers take international business courses over an 18-week period. We need practical training in finding foreign markets, and all aspects of completing a profitable sale of our product to a foreign country, how to ship it, insure it, and most important, how to get paid for it." Another remarked: "Our employees need some cultural training and understanding of their host government's methods of doing business."
- Those receiving their first international assignments want some language training for two reasons: they do not want to embarrass themselves and they do not want to embarrass their companies. However, CEOs view the ability to speak the language of a specific country fluently as of minimal importance. They believe their representatives to foreign markets should know the company's products and methods of operation, but that it is too

time-consuming for these representatives to develop foreign language fluency.

The CEOs of smaller, non-exporting companies that were surveyed wanted similar kinds of training, but at a more basic, practical level. Concerns included: "How can I learn if my product or service is being sold in a foreign market if I don't have the funds or time to travel to that country?" "Who can I hire to help me?" "What should I expect, for example, from a freight forwarder?"

Under its 1985 grant, Coastline also conducted a survey to determine what international business training was already being provided by higher education institutions serving Orange County. The college-university advisory committee for the grant also asked that Coastline survey the current students in the already established international business programs. The results of these surveys indicated the following:

- At the four-year institutions, the majority of students enrolled in undergraduate and graduate international business programs were foreign students.
- The students enrolled in these programs expected to receive international assignments after being with their employers for less than two years. (In fact, this was the case for the foreign students who returned to their native countries.)
- The four-year international business curricula were designed to give students a broad understanding of economic policy impact, governmental strategies, and the impact of diverse cultural influences on negotiations.
- The emphasis at the four-year universities was to recruit students in the traditional age group (18 year old high school graduates) for their traditionally scheduled on-campus programs.

As these results became known, it was apparent to the business community that their very specific, practical international business training needs could not be met by the existing curricula offered by the four-year universities. Thus, the business advisory committee asked Coastline to develop a group of operations-oriented courses for international business training that could be offered within a variety of time frames.

How Coastline Community College Responded

By 1990, with the advice and counsel of many business leaders, Coastline developed 41 International Business courses:

- Survey of International Business
- International Marketing
- International Law
- International Finance
- International Distributors and Agents
- International Purchasing
- International Banking

- Export Financing/Methods of Payment
- Managing Foreign Exchange
- Basics of Exporting
- Basics of Importing
- Exporting Licensing and Regulations
- U.S. Customs, Duties and the Harmonized System
- Export Management and Trade Companies
- International Payments and Collections
- Export Marketing Case Studies
- Letters of Credit
- Worldwide Transportation and Distribution
- Drawback
- Countertrade
- European Economic Community: International Business Environment
- Eastern Bloc: International Business Environment
- Central and South America: International Business Environment
- Pacific Rim Countries: International Business Environment
- Japan: International Business Environment
- Korea: International Business Environment
- China: International Business Environment
- Taiwan: International Business Environment
- Australia: International Business Environment
- Cooperative Work Experience
- Technology Transfer/Joint Ventures
- International Marketing Research
- International Advertising
- International Risk Management
- World Geography
- Italian Culture and Geography
- Japanese Culture and Geography
- Chinese Culture and Geography
- Arabic Culture and Geography
- Cultural Geography
- Orient/Southeast Asia

These courses enroll over 500 students a year. As the courses were being researched, it became obvious that the college needed to develop an outstanding international business resource center aimed not at academics but at small and medium-sized businesses. Because it had the experience of offering the 41 business courses and the resources of the International Business Resource Center, Coastline received a contract from the State of California to develop curriculum guides for their courses for distribution and possible use by all of the state's 108 community colleges.

The U.S. Department of Education awarded Coastline a grant to offer national workshops in 1991-92, using these guides as a basis. The purpose of these workshops is to teach community college instructors and administrators how to use Coastline's curriculum guides to either add new, practical international business courses to their curricula or to globalize their existing curricula.

The Role of Universities and Community Colleges

The issue of whether to globalize the existing curriculum or develop and maintain a separate international business curriculum has yet to be resolved in schools of business at a number of major universities and has been a prime topic of discussion at many conferences of the Academy of International Business.

Some universities are globalizing their existing business courses at the undergraduate level. Others are requiring their undergraduates to take an international survey course in marketing, economic policy, taxes, and tariffs. As a compromise, some universities place their international business programs at the master's level. For older alumni and students, many universities offer summer executive programs. Most universities also cosponsor trade tours for their state's leading CEOs. Again, the universities seek to serve top-level policy-making managers, not the hands-on operations people. This emphasis on the needs of business executives is consistent with what most major four-year universities believe to be their role, that is, discussion and study of top-level policy-making in international business.

In 1990, the City of Irvine hired one of California's leading international consulting firms to analyze the business training being offered in Orange County. One significant conclusion was that Coastline has the capability and resources to provide the applied training necessary to assist small and medium-sized businesses. This would complement the more theoretical, policy-oriented studies at the University of California at Irvine. Also, to promote international trade, there was a need to bring the government and the private sector into this effort.

Richard King, a major international consultant involved in the Orange County business analysis, recommended such a cooperative effort in a talk to the leadership of the City of Irvine and a blue-ribbon gathering of Orange County executives on February 21, 1990:

> We recommend the formalization of a cooperative relationship of the public-private contributors to Irvine's international economic development efforts. This entity could be known by a name such as the City of Irvine International Trade Consortium. Its activities will be coordinated by the City, within a structure that is detailed below. The initial members of the Consortium (to be supplemented from time to time with newly interested organizations) will form the cornerstone of the program and will include the following institutions: the City of Irvine, the University of California at Irvine, Coastline Community College, and the World Trade Center Association of Orange County. International education is an important ingredient in community-wide internationalization and the promotion of international trade. Irvine is fortunate to have several complementary

entities to fill that need:

1. University of California, Irvine (UCI), has developed international education as a fundamental part of its curriculum. It has placed high priorities on development of an international component in its executive education and extension curricula which will serve the needs of a wide cross-section of businesses. The City should promote a strong linkage, both through information referral and consolidation and joint programs, between the community and UCI's educational offerings.
2. Coastline Community College. Coastline is also committed to the need for internationalization of its curriculum. Its course offerings will be complementary to those of UCI. For example, while Coastline will concentrate on providing how-to education (e.g., trade finance with letters of credit), a typical UCI course would cover the global implications of the European Community after 1992. The two programs will serve the educational needs of small to large businesses. The City should promote a strong linkage, through information referral and consolidation and joint programs, between the community and Coastline's educational offerings.
3. UCI/Coastline Programs. The City should work in conjunction with UCI and Coastline as they periodically structure their international course offerings. Both the City and these institutions have an interest in offering courses with maximum appeal to the community. The City should be willing to lend its name to the promotional effort and literature and would supply mailing lists to supplement those of the two educational institutions.

The City of Irvine formally adopted Richard King's recommendations at its April 10, 1990, City Council meeting. Since the adoption of this report eight community colleges in California received grants to take the next logical step—to actively encourage and assist the state's small and medium-sized businesses to begin exporting their products and services. Behind this new initiative is the concept that people must be motivated to start the exporting process and need to have professional assistance during the initial stages before they will attempt foreign transactions on their own. Thus, the State Chancellor's Office funded the development of eight Centers for International Trade Development (CITD) with California's economic development funds. These centers match foreign trade leads to the companies in their regions which produce the desired products or services.

If a company wants to pursue a trade lead, free counseling is provided to get it through the process of its first export contract. During this process, the company is encouraged to send employees to the available international business training courses, college cosponsored, fee-based workshops and seminars, and to use the resources of Coastline's International Business Resource Center, now housed at the World Trade Center Institute.

For many community colleges, matching trade leads to the companies and serving agricultural cooperatives in their areas might be the quickest and best way to market their international business training courses. Trade leads represent a super project to enhance the global thinking of traditional full-time students. Many agencies, such as the U.S. Departments of Agriculture and Commerce, provide information about products desired by foreign buyers—everything from almonds to zippers.

Coastline hopes to make these leads available to the nation's community colleges by FAX or computer modem on an as-desired basis through its International Business Resource Center.

Conclusion: The Challenges

Today, community colleges need to add international perspectives to their courses to assist the U.S. and its businesses to meet the first challenge: to become more competitive and successful in world markets. Educators must also be aware that international understanding serves another important purpose: to encourage multicultural understanding within this nation. Managing diversity in the workforce and community represents the second biggest challenge for business and society in this last decade of the 20th century. To make competitive products in many sections of the United States, managers must learn how to communicate with a diverse workforce.

Expanding on the work of Milton Bennett, planners in international education should prepare a parallel approach. First, students must be taught to think globally about business. They must recognize that every marketing plan can be international in scope. Second, students should be capable of analyzing not just the possible responses of the foreign consumer to export products; they must also consider cross-cultural differences in America's increasingly diverse multicultural workforce.

This latter learning, as many of the papers in volume II suggest, is enhanced by cultural sensitivity, open communication, and genuine cultural appreciation among the increasingly multicultural student populations at community college campuses across the U.S. The ability to manage this diversity in the workplace and produce competitive products and services is as important as learning the international business skills to market them.

The World Trade Center Institute

Charlanne T. Nee
Coastline Community College

Orange County, California, is one of the fastest growing centers of international business in the nation. California's Department of Commerce data indicate that the exports through California ports in 1989 totaled $63 billion. Almost 12 percent of all United States exports originated in California, thus, making California the nation's top exporting state. Foreign sales of exports originating in California reached $43 billion in 1989.

Over 25 percent of the jobs in Orange County are related to international trade, and the potential for international business is constantly expanding. Business people depend upon current information and accelerated training in order to quickly adapt to the rapidly changing international business climate and to internationalize their business operations.

In recognition of this need, Coastline Community College and the World Trade Center Association of Orange County agreed to form the World Trade Center Institute (WTCI). In the fall of 1986, WTCI obtained a grant through the U.S. Department of Education to support four projects:

1. A study of international business training needs in Orange County
2. Expansion of the international business curriculum offered through the college
3. Development and expansion of the availability of current international business resource information to Orange County's small and medium-sized businesses through the WTCI Resource Center
4. Promotion of the projects within the community

WTCI surveyed members of the World Trade Center, Women in World Trade, the International Marketing Association, and the American Electronics Association. The sample size was 155. Approximately 74 percent, including manufacturers, retailers, and wholesalers, were involved directly in international trade. The remainder were involved in service professions, including law, accounting, and business consulting. Survey results were used to develop courses, seminars, and lectures to be offered through WTCI and cosponsored by the World Trade Center Association of Orange County and Coastline Community College.

Coastline faculty member, Dr. Peter VanderHaeghen (right), explains the use of country specific materials to a student from his small business management course.

Dr. VanderHaeghen (right), discusses routes of export shipping with small business management students.

A Study of International Business Training Needs in Orange County

The survey results indicated the following demographics:

- Over 39% of the respondents were presidents, CEOs, or owners of their companies. Another 27% were vice presidents, and the remainder were division managers or directors. Most of the respondents were in charge of either the international or the marketing divisions of their companies. Thus, the respondents had a thorough understanding of their companies' current involvement and future thrust in the area of international business.
- About one-fourth of all business received 50% or more of their revenues from international business, and another 30% received 26 to 50% of their revenues from international sources. Thus, their companies were participating at a high level in international business.
- The study indicated many businesses were unaware of international markets or fearful of the complexities involved in beginning export operations. At the same time, the data indicated that there were over 200 businesses with less than 25 employees doing international business in Orange County.
- About three businesses in five (60%) were companies employing 25 people or less. This highlighted the urgent need for international education for small companies with employees who may not have extensive background in international business.

The following is a summary of the survey results:

- Ninety-five percent of those who responded indicated that company members would be interested in taking a course or seminar in international business. Topics of greatest interest were: International Transportation and Distribution (70%); International Marketing (68%); International Finance (57%); Cultures and Traditions (52%); International

Law (44%); International Taxation (35%).

- Training in languages was not seen as a great need by most companies. Many mentioned that they used foreign nationals or hired employees with language capabilities in situations where knowing a language other than English was important. When a need for language training was mentioned, it was for business conversation and basic phrases. The languages most frequently mentioned as desirable were Spanish (27%), Japanese (26%), Chinese (23%), and French (23%).
- Seventy-seven percent of the sample were interested in courses held at community sites, including the Coastline campus. Fourteen percent were interested in courses at their place of business, and 36% in hotels or at conference sites.
- Nearly 68% of the sample were interested in weekday seminars, 46% in evening courses, and 20% in weekend seminars.
- More than one in three (34%) were interested in courses leading to a certificate in international business. Only 14% were interested in a two-year and 13% in a four-year degree program.
- More than three businesses in five (61%) were interested in having their employees receive a certificate of completion for courses or seminars.

This survey has been an invaluable tool in developing WTCI programs. Courses and workshops were developed for fall and spring 1986-87, based upon the results of the survey.

Expanding the International Business Curriculum

Coastline's international business curriculum prepares business and management students for careers in international business. In addition, it assists practicing international business professionals in obtaining and maintaining the various international licenses required by many governmental agencies. Coastline has also gained approval for its International Business Certificate vocational program from the California Community Colleges Chancellor's office. The certificate program emphasizes a four-part interdisciplinary approach combining International Business Studies; General Business and Management Studies; International Area, Culture and Geography Studies; and Foreign Language Studies.

A combination of international studies courses is needed to prepare American students to function effectively in the global marketplace with its complex realities of international commerce, intercultural communication, and negotiation skills.

The program prepares students for entry-level jobs with international corporations, service and nonprofit organizations, and government agencies in the U.S. and possibly abroad. Students who are already engaged in business careers are prepared for middle management positions in the international divisions of their companies. The International Business courses are taught by professionals who are actively engaged in international business and who bring a pragmatic, hands-on approach to the classroom. In addition, Coastline has a full-time faculty member,

Lee Gordon, who also works as subject specialist with the discipline dean in developing and revising curriculum and planning course scheduling. The required courses in the certificate program include the following:

- Survey of International Business
- International Marketing
- International Finance
- Basics of Exporting
- Basics of Importing
- International Purchasing
- Principles of Accounting
- Principles of Economics (Macro)
- Organization and Management
- World Geography

In addition, one of the following General Business Management courses must be taken:

- Introduction to Business Information Systems
- Beginning Microcomputers
- Principles of Micro Economics
- Purchasing and Materials Management 1, 2
- Small Business Ownership/Management

Also, two to three of the following International Business courses are required:

- International Law
- Export Licensing and Regulations
- U.S. Customs, Duties and Harmonized Systems
- Export Management and Trading Companies
- Export Financing/Methods of Payment
- World Transportation
- International Distribution
- International Business Work Experience/Internship
- Letters of Credit

Two to three courses from International, Cultural, and Geography area studies must be taken:

- European Economic Community: International Business Environment
- Eastern Europe: International Business Environment
- Central and South America: International Business Environment
- Pacific Rim Countries: International Business Environment
- Japan: International Business Environment
- Korea: International Business Environment
- China: International Business Environment
- Taiwan: International Business Environment
- Australia: International Business Environment
- Italian Culture and Geography

- Japanese Culture and Geography
- Jewish Culture and Geography
- Introduction and Chinese Culture
- Arabic Culture and Geography
- Cultural Geography

To complement the study of international business, two sections from the following foreign languages must be taken: Arabic, Chinese, Dutch, French, German, Greek, Hebrew, Italian, Japanese, Korean, Norwegian, Persian, Polish, Russian, Spanish, Swedish, Vietnamese.

Over 1000 students have participated in the International Business curriculum since its inception in fall 1986.

Improving Access to International Business Resources

Coastline's WTCI Resource Center is the perfect adjunct to the International Business curriculum. The materials available from the library's collection allow the international business student to reach beyond the limits of classroom instruction and tap into alternative sources of information. The center provides resources and is not a lending library. A copy machine is available for patron use. Ghada El-Turk, the resource center assistant, performs a variety of library, reference, and research tasks relevant to international business activities.

The Resource Center is open Monday through Thursday, 9:00 a.m. to 8:00 p.m., and closed Friday and weekends. El-Turk has sole responsibility for the daily operations. In addition, Coastline's International Business and Small Business Management instructors arrange field trip orientations with El-Turk. Neighboring community college faculty also take advantage of this service.

WTCI's objective is to assist students and the business and educational community, as well as local residents. Responses to the orientation have been positive. For example, Mindy Wu, a student who manages a lamp fixture importing business, remarked: "I manage an import business now. However, there was a lot of valuable information in this library that I didn't know existed." Brian Dahl, an inventor and manufacturer of a system which hang glider pilots can use to get into the air when hills and mountains are not available, stated: "I don't know if hang glider launch systems are exportable, but I now know where to begin to find out."

The Resource Center is also visited weekly by local and state faculty and administrators interested in Coastline's course offerings and the planning, implementation, and operation of the center. Records indicate there were at least eight to ten visitors to the center daily during fall 1990 and spring 1991 semesters. These figures include students, members of the business community, and local residents.

The title collection totals over 4000 books, periodicals, videos and cassettes, maps, electronic data, and pamphlets. Primary emphasis is placed on international business and trade resources not commonly found in local libraries.

In addition, the collection includes daily, weekly, and monthly periodicals, newsletters, and announcements on international trade. The center also provides

a variety of newspapers, product catalogs, international business directories, market studies, import and export data, marketing guides, international business books and texts, trade finance information, U.S. and foreign government publications, and cultural and geographical data.

Marketing information provided by the Resource Center includes economic indicators such as population, GNP per capita, inflation, literacy, food and durable goods production, trade, standard of living, consumption, housing, health, education, and communications data. Major suppliers of secondary research data on 160 countries include:

- The World Bank
- Business International
- U.S. Department of Commerce
- Economist Intelligence Unit
- Predicasts World Services
- UNESCO Statistical Year Book
- United Nations Statistical/Demographic Year Book

The Resource Center is organized into seven main divisions:

1. *Country Specific:* The items contained in this division of the collection are arranged alphabetically by country. The resources consist of trade directories, product catalogues, and special trade analysis and reports including:
   - Kelly's United Kingdom Export Directory
   - Export Canada
   - Economist
   - European Capital Markets
   - Joint Ventures in the former U.S.S.R.
   - Business Who's Who in Australia
   - Hong Kong Trade Development Council
   - Trade Directory, U.S. and Italy
   - Swiss Export Directory
   - Price Waterhouse Series
2. *Reference/Topical:* Contents are arranged by topic, under the headings export, import, transportation, finance, legal, taxation, insurance, marketing/distribution and trade directories, and they include:
   - International Copyright Law and Practice
   - Dun's
   - U.S. Import-Export Directory
   - International Trade Reporter
   - Blytmann International Directory of Importers
   - Exporters Directory U.S. Buying Guide
   - Exporting from Start to Finance

3. *Government Publications/Trade Data:* This division has U.S. Department of Commerce publications and analyses, U.S. Government Printing Office documents, Superintendent of Documents reports and marketing studies, including:
   - Foreign Economic Trends
   - Overseas Business Reports
   - U.S. Department Commerce Schedule B
   - U.S. Harmonized Tariff Schedule
   - U.S. Custom House Guide
   - AT&T International Telecommunication Guide
4. *Periodicals/Newspapers:* This division includes subscriptions to approximately 66 magazines, newspapers, and newsletters on international business and related subjects, including:
   - *Journal of Commerce*
   - *Business America*
   - *The Economist*
   - *Soviet Life*
   - *Export Today*
   - *World Monitor*
   - *Trade Channel*
   - *Financial Times*
   - *World Press*
   - *Global Trade*
   - *Europe*
   - *Orange County Business Journal*
   - *International Living*
5. *Pamphlet File:* This file contains primarily cultural and business protocol information in pamphlet form organized by country:
   - Do's and Taboos of International Trade
   - Brigham Young University Culturegrams
   - International Living
   - Terrorism and the Business Traveler
6. *Video/Audio Cassettes:* This collection of international seminar style video-tapes and cassettes gives basic information on trade, culture, protocol, transportation, letters of credit, marketing and other related topics including:
   - *The Colonel Goes to Japan*
   - *Freight Forwarding, a Case Study*
   - *Analyzing Export Potential*
   - *Developing an International Market*
7. *Electronic Databases:* Electronic sources of information available through the Resource Center include:

- Dialog Information Services
- Network World Trade Center Association
- University of Illinois at Chicago
- Huntington Beach Public Library Collection

Promoting the Program in the Community

Participation of the business community on the International Business Advisory Committee, as adjunct faculty members and as speakers at Community Service organized international events, has heightened the visibility and recognition of this program in the community. In addition, Coastline's administrative staff and faculty have participated in meetings and served on various committees in the community. Coastline has actively cosponsored three different annual conferences with the World Trade Center-Orange County, the World Trade Center-Greater Los Angeles, and the Women in World Trade Association.

In recognition of Coastline's leadership role in International Business instruction, Coastline was awarded two ED>Net grants during 1989-1990. The purpose of the first two grants was to prepare instructional guides for faculty throughout the 108 community colleges in California. These guides will enable faculty at isolated colleges to prepare and teach international business courses. The goal of the ED>Net grants is for all of California's community colleges to offer quality, up-to-date international business instruction. A third grant enabled Coastline and the World Trade Center of Greater Los Angeles to prepare and pilot an export assistance training package. This package was subsequently presented to college faculty and administrators and small and medium-sized business owners at a May 1990 conference.

Recently, Coastline was awarded another U.S. Department of Education, Business and International Education Program grant which will expand the distribution of the ED>Net instructional guides to 600 community colleges throughout the United States. In accordance with this grant, five regional workshops related to the curriculum guides were conducted during the spring and summer of 1991. These workshops were held in San Francisco, California, Kansas City, Missouri, Portland, Oregon, New York, New York, and Washington, DC. Additional workshops have been planned for 1991–1992 in Miami, Florida, Decatur, Alabama, Boston, Massachusetts, Dayton, Ohio, and Phoenix, Arizona.

Enhancing Asian-Pacific Understanding in Hawai'i's Business Community

Sharon Narimatsu
Kapi'olani Community College

International cooperation and understanding is no longer the dream of a handful of idealists—the potential for intercultural exchange, conflict and interdependency is becoming a global reality as technology, education, advanced communications, immigration, and market economies continue to shrink the world as we approach the 21st century.

Kapi'olani Community College (KCC), recognizing its educational commitment to the citizens of Hawai'i and its opportune location in the mid-Pacific, has placed a high priority on an international and intercultural curriculum to prepare both students and the community for future challenges. In the Pacific region, there will certainly be closer cultural, economic and political cooperation among Hawai'i, the mainland United States, the myriad Pacific islands, and the nations of Asia, especially Japan, China, and South Korea. KCC's noncredit program has identified four areas which will strengthen and build critical connections among the people of these nations: (1) International Business/Importing and Exporting, (2) Japanese Business, Language and Culture, (3) Multicultural Asian-Pacific Studies, and (4) Development of Global Perspectives.

How can a community college in Hawai'i strengthen the economic and cultural bridges between Pacific and Asian cultures? In the last three years, KCC's Office of Community Services has developed a significant variety of short-term, noncredit courses that provide international business and intercultural communication training; and multicultural perspectives on the peoples, arts, and societies of Japan, China, South Korea, the Philippines, and the Pacific Islands to enhance the professional skills and enrich the cultural sensitivities of Hawai'i's business community and residents.

International Business/Importing and Exporting Program

Planning and Development. The first step in building a program focused on importing, exporting and international business was to determine who would be served, what would be their specific areas of interest, and what key businesses and governmental agencies could serve as resources. In December 1986, KCC presented a proposal outlining a Business and International Education Program to be funded through the United States Department of Education.

Staff discussing curriculum development in Japanese business, Japanese language and culture, international programs and heritage interpretation.

Approved and funded in September 1987, the Title VIB project entitled "International Business Export Program" provided funding to explore community interest and resources. Specific activities outlined in the grant proposal included:

- Development of surveys to gauge the current international business activity within the State of Hawai'i and the level of interest in noncredit workshops and courses focusing on international business
- Based on the survey results, development of a short-term, noncredit program of workshops on how to enter and succeed in the international business arena, specifically in the Pacific-Asian market
- Development of a short-term, noncredit curriculum to expand and encourage international business activity
- Development of a heightened awareness of international business opportunities in Hawai'i

This funding also afforded the college's noncredit program the opportunity to hire a half-time coordinator to develop and expand the program. Without this type of staffing support, the program would not have developed to the extent that it has.

In developing the program, KCC also sought to create an environment that would encourage both international understanding and economic enterprise. From the beginning of the grant period in 1987, the college has made contact with individuals in government and business who are involved in international business to determine the extent to which Hawai'i's businesses have expanded into international markets. The response to the college's conferences, interviews, and correspondence indicates that Hawai'i, while still in a formative stage of international involvement, has significant potential to increase its presence in foreign markets and to become an international business center for trade.

Implementation. According to interviews and surveys, one of the initial needs was for information. A series of one- and two-day conferences were held to give business people in Hawai'i an opportunity to find out more about international business opportunities in Asia and the Pacific, and to identify the major import-export players in Hawai'i. These seminars focused on business practices, export-

ing, international marketing, and business opportunities. Seven activities were held during the grant period:

- March 31, 1988—Business Practice in the Pan-Pacific Era, lecture by Seiji Iwata, International Business Consultant on Economics and Management System, Kyoto, Japan
- August 13, 1988—Seminar: Export Now: New Opportunities for Hawai'i's Business
- March 3, 1989—Outlook for Business: Japan, Australia, Korea and Thailand a briefing by senior officers, U.S. and Foreign Commercial Service
- April 6, 1989—Who's Who in International Business: A Symposium of International Marketers
- May 11, 1989—Hawai'i Business Conference: Hawai'i in the Pacific Era
- July 26, 1989—Export Finance Seminar: Presenting Export Financing Alternatives
- August 23, 1989—Seminar: Islands on the Move: Business Opportunities in Micronesia

These programs were attended by 713 persons. Because the college wanted to collaborate with federal, state, county and private agencies whose jurisdictions and interests include international business, these activities were cosponsored with the following:

- U.S. Department of Commerce
- U.S. Small Business Administration
- State Department of Business and Economic Development
- Hawai'i-Pacific District Export Council
- Chamber of Commerce of Hawai'i
- Honolulu Japanese Chamber of Commerce
- Small Business Hawai'i
- Economic Development Corporation of Hawai'i
- Kaua'i Economic Development Board
- University of Hawai'i Pacific Business Center Program
- Hawai'i Island Economic Development Board
- Pacific and Asian Affairs Council
- Pacific Small Business Commerce Alliance

In order to gain further insights into the business infrastructure in Hawai'i and to gauge the level of interest in an ongoing training program in international business, an advisory committee made up of governmental and private business representatives was formed. This committee serves not only as a planning group, but also fills the role of a networking organization. Committee members are involved in developing workshops, suggesting curriculum, and marketing the program through their own businesses and organizations.

Government and business leaders conversant with international business activities were consulted as to the specific curriculum for a short-term, noncredit International Business Education Program. Members of the advisory committee

represent the following agencies and businesses: U.S. Department of Commerce, U.S. Small Business Administration, Bank of Hawai'i, Hawai'i Visitors Bureau, Economic Development Corporation of Honolulu, University of Hawai'i-Manoa, Honolulu Star-Bulletin, First Hawaiian Bank, Small Business Hawai'i, Prudential Bache, Dawson International, and Kane International. This community and business sector involvement has helped to focus the program and provides a valuable link for future International Business Education courses and workshops. Although the Title VIB grant terminated in August 1989, KCC elected to continue the international business program. Subjects currently covered in the curriculum include:

- How to Get Paid
- International Business Finance
- Negotiation under Letter of Credit
- How to Export
- Pacific Islands Protocol and Cultural Sensitivity
- International Marketing
- How to Import
- International Distribution and Documentation
- The Dynamic Franchise Concept
- Trademark and Product Protection
- International Business Management
- International Mail

In 1988, 396 persons participated in 13 international business courses and programs. In 1989, the number rose to 672 participants in 17 courses.

Challenges. "Find a niche and fill it" was the advice from one of the first members of KCC's Office of Community Services' International Business Program advisory committee. Anyone who has taken on the task of beginning or expanding an educational program knows that finding a niche is not difficult, but actually filling it is.

Although Hawai'i has a number of importing and exporting businesses, it was difficult to publicize a new program. The local business infrastructure is rather close-knit, making it somewhat difficult for a new program to "break in." After extensive interviews and meetings; discussions with government agencies dealing with importing and exporting, international corporations, and individual businesspersons; and the successful coordination of several large events focusing on international business, KCC has built up a solid reputation as a provider of noncredit training in importing and exporting.

The advisory committee played a major role in the program's success. Committee members, representing a broad cross section of the international business community, generated a great deal of excitement and enthusiasm about the program and offered valuable insights as to program content and resources.

The U.S. Department of Education's Title VIB grant focused solely on exporting, but as the program grew and interest increased, importing was listed more and more frequently as a topic participants wanted to discuss. Although the grant

time period limited course and program topics to exporting, plans were made to expand the international business courses to include importing as well as exporting.

The major challenge facing KCC's international business program is reaching our target market of exporters and importers. By the Small Business Administration's definition of small business (less than 100 employees), Hawai'i is basically a small-business state with 26,000 businesses in this category, comprising 99 percent of all businesses in the state. Many of these small businesses involved peripherally in international markets are not easy to identify because their major products or services are produced for U.S. markets. Once these companies are identified, it is difficult to persuade their owners or employees to enroll in classes. Entrepreneurs are disinclined to participate in training because of limited staffing, limited resources, and long work hours. Because of this, "word of mouth" played a part in building the program, and many registrations resulted not from advertising but from personal referrals.

Another major challenge involves planning for the future of the program. Grant funds provide an excellent source of start-up monies, but grants are often short-term and targeted for a very specific focus. Long-range program planning should begin at the same time the grant is requested. In Kapi'olani's case, while the grant funds were short-term, long range planning was focused on an expansion of the program, a search for additional funds and possible options as to how it could be maintained and remain economically viable as a self-supporting program.

Assessment. The turning point for KCC's International Business/Import and Export program was 1990. During the grant period, the focus was on increasing awareness of international business opportunities and developing one- and two-day seminars planned around specific themes. In 1990, the program concentrated on developing and offering courses geared to target audiences as opposed to seminars attracting larger audiences with more diverse interests. No longer supported by Title VIB grant monies, the program offered 18 courses and attracted 352 students. After three years of successful operation, it is now being formally evaluated to determine future direction and focus.

Throughout the program's three years, course and seminar evaluations have been administered. The responses have been consistently positive, indicating that the courses being offered were of importance to the business people attending and that the quality of the instructors and the curriculum were of the highest standards.

The first segment of the formal evaluation process involved the development of a survey of current and former students, businesses engaged in international activities, educational institutions, and instructors in the program.

Three thousand surveys were distributed in early January 1991 to various agencies and individuals on Kapi'olani's international business mailing list, the State of Hawai'i's Department of Business and Economic Development International Business mailing list, and the International Business Resource Directory of

the U.S. Small Business Administration. More than seven percent (225 surveys) were returned, an above average rate for a survey of this type.

The 13 current international business courses and 48 new courses were listed in the survey. Of the new courses, 30 were rated as necessary and desirable by those completing the survey. Eleven of these new courses were tentatively scheduled as part of the summer and fall 1991 programs. The remaining new courses will be added in future terms.

Advertising funds for this self-supporting program are very limited. In order to determine what would be the most cost effective and far-reaching form of advertising, a section of the survey asked respondents to evaluate current advertising techniques and offer suggestions for other methods to publicize courses.

Currently, target marketing is used to publicize the courses. Mailing lists are maintained with the addresses of current and previous course participants, and businesses and individuals who have requested to be on the mailing list for a specific program. According to recent noncredit marketing surveys, target marketing of this type has gained a greater response than mass or blanket marketing. International business courses are advertised in flyers and two-color, professionally designed brochures which are distributed to targeted groups in the database. The brochures are mailed out three times per year, approximately one month prior to the start of each term (spring, summer and fall). The current method was rated as adequate, but some respondents indicated that limited newspaper and radio announcements would be a valuable way in which to get the word out to new groups of interested prospective participants.

The second segment of the evaluation process involves short- and long-range planning and increased involvement with and service to the international business community.

The seminar, Succeeding in Importing and Exporting, held March 28, 1991, at the KCC campus was a success. The seminar was designed to offer information and assistance to those interested in importing and/or exporting, both the seasoned international businessperson and the novice. Sessions dealt with the outlook for international business, state and federal government services available for international business, international banking, and legal services available to importers and exporters. Panel discussions featured representatives from several local firms who have experienced success in importing and exporting. Panelists included an entrepreneur who recently opened a general merchandise retail store in Russia, a representative from a large cattle ranch exporting Hawaiian beef to Canada, and an orchid grower who exports worldwide. The seminar evaluations were extremely positive and noted a high level of interest in one-day seminars on specific import and export topics such as international banking and how to import. As a result of this seminar's success, plans are being made to offer similar programs each term.

A second event which will provide information to the international business community is International Trade Week. Sponsored by the United States Depart-

ment of Commerce, this week-long event will include seminars, exhibits, and valuable information to organizations engaged in international trade. As a cosponsor of this event, KCC will provide materials and resources regarding the "how-to's" of international business and trade. Involvement in this program will serve to heighten awareness of the college's international business programs as well as provide referral services matching up corporations looking for expertise in specific areas and consultants or businesspersons who have that expertise.

Kapi'olani's International Business/Import and Export program has a bright future. Expanded course offerings, increased community involvement and closer ties to firms doing business internationally will work to create a high level of interest and encourage greater participation.

Japanese Business, Language and Culture Program

The increase in Japanese tourism to Hawai'i along with the recent and sizable investments by Japanese corporations in Hawai'i have had a major impact on the state's economy. The recognition came early that Hawai'i's business community required language skills as well as cultural understanding to do business effectively with the Japanese. To respond to this need, KCC developed a series of practical, noncredit classes and on-site training programs for businesses that have high levels of interaction with Japanese visitors and corporations.

These workshops not only provide necessary language skills for visitor industry personnel serving Japanese travelers, but also foster greater appreciation and understanding of the cultural values of the Japanese businessperson. Courses offered include:

- Japanese Language: Conversational
- Writing Japanese: *Katakana* and *Hiragana*
- Doing Business with the Japanese
- Retailing to Japanese Customers
- Female Approach to Doing Business with the Japanese
- Japanese Negotiation Techniques
- Public Speaking in Japanese
- Japanese Market Trendsetters: *Shinjinrui*
- *Karaoke:* Singing Your Way to Success

In addition, the college has offered workshops on how to adjust to the Islands for Japanese nationals and their spouses who have been relocated to Hawai'i by their companies. These courses are not only offered at the KCC campus, but are also provided to business on-site.

In 1989, 866 persons participated in 53 Japanese language and culture courses. In 1990, the number of participants increased to 921 persons in 58 courses.

Multicultural Asian-Pacific Studies

KCC offers an ongoing series of noncredit courses in Asian-Pacific cultural studies. Topics range from Japanese foods, textiles, swords, and *mon* to the legends and his-

tory of Hawai'i and the Pacific. While open to the general public, many of these courses are designed for visitor industry personnel and businesspersons who often serve as Hawai'i's frontline of cross-cultural communicators. The courses teach participants not only about other cultures, but also about Hawai'i, so that participants can pass on accurate, non-stereotypical information about Hawai'i in general and native Hawaiian culture in particular.

The efforts of KCC to promote a global perspective in education were further extended in November 1991 with the cosponsorship of the "Heritage International World Congress III" in Honolulu with Eastern Michigan University and Sea Grant Extension/University of Hawai'i.

With an attendance of over 500, the Third Global Congress, "Interpretation, Preservation and the Travel Industry," addressed a number of themes of international importance in the field of global tourism: What are the effects of tourism development on the cultural and natural heritages of host communities? How should these heritages be interpreted for cross-cultural audiences? How can tourism promote historic and cultural preservation or renaissance? What are the international examples of partnership between tourism developers and community preservationists? How can the integrity, history and cultural values of a community be interpreted for the international visitor? These critical questions were addressed by over 250 presenters representing nearly every continent.

The enhancement of quality tourism and the maintenance of values and historical identity for host cultures represented by this Global Congress is seen as a critical contribution to international cooperation in the 21st century.

Conclusion

The director of Hawai'i's Office of International Relations recently spoke at KCC and said this about the state's international role: "Hawai'i's commitment to international affairs goes far beyond that of most states. Our culture, location, and knowledge base create the climate for success. Now we must make internationalism a way of life. Why? Because of a firm belief that it will improve the quality of life for Hawai'i's people. Internationalism will bring a more diversified economy that offers more choice; a growing economy that means greater possibilities for long-term stability." Kapi'olani's importing and exporting program, multicultural studies, and development of global perspectives strive to promote Hawai'i's international role.

KCC's international focus is predicated on the assumption that education is insufficient when it solely addresses individual needs or insular community values. With increased trade activity in foreign markets, new opportunities for political cooperation, and openness toward cultural interchange among the countries of Asia and the Pacific, what is called for are individuals and organizations who perceive the world as a global community and see themselves as active and knowledgeable participants in that community.

Through its noncredit international program, KCC strives to provide Hawai'i's citizens with the necessary global perspective and skills to participate effectively in the economic, political and cultural activities of the Asian-Pacific sphere, primarily because of its strategic position bridging the East with the West.

International Business Education and Training for the Fox Cities Area

James Pierce
Fox Valley Technical College

Fox Valley Technical College (FVTC) has a long history of providing education and training for business and industry. During the past year, FVTC led other Wisconsin technical colleges in the number of contracts developed to meet the needs of local employers. The college has provided training programs, which helped to improve the productivity of the labor force, enhance the quality of workmanship, enable workers as well as business and industry to keep abreast of changing technology, and enhance the economic stability of the geographic area we serve.

While Northeastern Wisconsin is generally considered one of the strongest economic areas in Wisconsin and in the Midwest, area employers are well aware of the need to consider expanding their markets beyond the United States. Wisconsin has been in the enviable position of having a trade surplus in the past but employers realize that all parts of the international community are becoming more competitive. For Wisconsin to continue to expand its markets, more companies must become familiar with the opportunities that international marketing provides them.

In 1989, a business needs study was conducted by the International Center at St. Norbert College in De Pere, Wisconsin. The study of Wisconsin companies indicated that 70 percent of the respondents felt that companies in the U.S. are not well prepared to compete in the global marketplace; only 25 percent indicated they felt companies were well prepared. Among companies currently conducting international business, 63 percent feel that their small size and limited resources are the primary factors hindering the expansion of their international business. Among this group other factors hindering expansion included competition, lack of knowledge, lack of marketing ability, and language and cultural barriers.

Another interesting finding was that only eight percent of the companies currently conducting international business provide any training for employees who are going to be based in foreign countries, or for employees who are engaged in the company's international business. This suggests that technical colleges, like FVTC, could play a major role in assisting those companies already involved in international trade as well as working with other companies that have yet to realize the potential this market can provide them.

FVTC's board of directors and president have encouraged the college's participation in international education by including international education as part of its mission; the board outlined the following goals:

- To prepare a marketing plan to attract international students to FVTC
- To work with instructors to internationalize FVTC's curriculum in order to increase students' awareness of other cultures in preparation for a global society and international workplace
- To establish exchange programs for FVTC's staff and students and become a site for international staff and students wanting to study in the United States
- To provide seminars, workshops, and courses on international trade for district business and industry
- To provide on-site training for local business and industry and educational representatives from other countries

Past Activities

In the past FVTC conducted short-term, noncredit courses and workshops that provided the local business community with international educational opportunities. These courses and workshops helped to strengthen the professional skills of the community at large as well as provide specific skill training. Topics included:

- Introduction to International Trade: How to Get Started
- International Marketing
- Introduction to Japanese: A Business Focus
- Introduction to German: A Business Focus
- Do You Want to Do Business in Taiwan?

This last workshop involved a group of distinguished leaders from Taiwan and the U.S. who assessed the current business environment and the opportunities for expanded trade with both Taiwan and the People's Republic of China.

Additional sessions which have been offered and could be modified to give international perspectives are:

- Reaching Your Customer
- Positive First Impression
- Customer Service
- Database Marketing and Segmentation
- Patents and Copyrights
- Nonverbal Communications
- Effective Business Communications
- Business and Cultural Protocol

What Has Not Worked and Why

One major initiative which fell short of expectations was the project Community Association for the Development of Export Trade (CADET). Initially, an FVTC survey was conducted to assess the needs of small and medium-sized businesses. Of

those responding, the majority expressed a keen interest in receiving assistance in foreign marketing and sales efforts, freight requirements, trade laws and customs, and financial packaging.

FVTC had broad and strong support for providing this training and secured an 18-month grant from the Economic Development Administration (EDA). A trade specialist was hired to implement the project and to provide one-on-one technical assistance to companies interested in international marketing.

CADET was established in 1987 to assist firms seeking to simplify the complexities of international trade. FVTC, in cooperation with regional business and industry, formed an advisory committee consisting of:

- An International Consultant from the Wisconsin Department of Development
- An Executive Secretary and Director of the Fox Cities Chamber of Commerce and Industry/Northeastern Wisconsin World Trade Association
- An Export Manager of Several Businesses
- An International Trade Specialist from FVTC
- Individuals selected from universities and colleges in the Fox Valley region

CADET was unique in that it tried to facilitate international trade by acting as a liaison, in 18 counties in Northeastern Wisconsin, for public and private entities interested in supporting and increasing their foreign trade participation. While the project enjoyed some success with six firms exporting their products to foreign countries, the limited funding, short time line for implementation, and lack of ongoing funding resulted in the project being discontinued.

What we learned from this venture was that:

- Large companies currently into international marketing already had the necessary expertise to conduct their business
- Large companies rely heavily on independent consultants to initiate these activities
- Medium- and small-sized companies interested in pursuing these markets are overwhelmed by their lack of working knowledge of the field
- Medium- and small-sized companies lack the financial resources and long-term commitment needed to launch successful initiatives in this field

As a result of the CADET project, some Wisconsin firms identified the following barriers to successful participation in export marketing:

- Lack of knowledge and expertise about selling overseas
- A belief that exporting is too risky, difficult, and unproductive
- Difficulty in financing the production and transactional costs involved in foreign sales

Future Directions

Cultural isolation is a luxury the United States can no longer afford. With U.S. connections reaching further and deeper every day to the rest of the world, mastery of just one language could soon become a serious handicap for any educated person. As we move toward the end of the millennium, being bilingual or multilingual is a skill we surely will not want to leave home without. In considering future directions, the following assumptions should be made explicit:

- Our world is getting smaller and we will be exposed to a diversity of cultures as part of a global economy.
- The exporting of products and services from American companies will continue to increase.
- International travel will continue to increase as barriers separating countries throughout the world continue to disappear.
- Our students need greater knowledge of the global environment; we need to provide them with an appreciation and understanding of diverse cultures and world views.
- Because of the national worker shortage and immigration to fulfill labor needs, we will be serving more students from culturally and linguistically diverse backgrounds.
- International student and staff exchanges will continue to be encouraged by colleges in the U.S. as well as foreign colleges and universities.
- In the future many of our graduates will work in an international, bilingual, multicultural work place.
- Staff development efforts should focus on global perspectives and cross-cultural sensitivity.
- Wisconsin technical colleges will be working with international and multicultural companies and their employees.
- All technical colleges will have to develop international and cross-cultural educational strategies.

Funding Considerations. The funding of international activities with business and industry will follow the FVTC District, and Wisconsin State Vocational, Technical and Adult Education (VTAE) policies and procedures, and fund-raising will be one of the duties of the international coordinator at FVTC. The following are some examples of the type of funding available:

- *Technical Assistance Contracting:* Technical assistance is defined as non-instructional, noncredit activities which help service recipients accomplish their organization's purpose.
- *Customized Instruction Contracting:* Any contract intended to provide instruction resulting in the submission of student FTE records to the State VTAE Office. All instruction must be done under State Office approved course numbers.

- *Funding Alternatives:* One alternative is to change the regular fees as established by the Wisconsin VTAE Board, and the other would be to seek outside funding sources for international/intercultural training activities.

The Role of a Community Advisory Committee. Community, business, industry, government, and various interest groups must be continually involved in developing an international training program. An advisory committee representing these areas and groups is needed to collect accurate data and shape an operational plan to meet the instructional needs of the community.

In order for FVTC's International Economic Development Center to best serve the community, a business needs assessment survey should be conducted and reviewed by a permanent community advisory committee, including 12–15 representatives from companies interested in doing business in the international arena.

Curriculum Development. The first priority in terms of future international training at FVTC is to build on existing curriculum and then to add specific workshops, seminars, and course curricula as identified by the advisory committee. The following are examples of classes FVTC could currently provide as part of an international education program:

- First-Year Japanese and Korean Language
- Cultural Considerations in Asia and the Pacific
- Legal Aspects of Exporting
- Basic Concepts in International Finance
- Logistics of Imports and Exports
- Business Practice in Japan
- Transportation and Distribution for International Business
- Marketing to Pacific Rim Countries

International Business Workshops. These workshops would aim at developing skills and providing hands-on experience in international business activities, export marketing, international letters of credit, and the fundamentals of exporting. Other topics such as conversational Japanese or Spanish for business personnel could be covered in some of the business workshops FVTC could sponsor. Workshops could be organized around the following major themes.

Developing an Export Program. Building on what we learned from the CADET project, this program is designed for business persons who have realized the great potential offered by international markets but are uncertain how to best take advantage of the opportunities. The speakers are active participants in the international arena and can help in the expansion of a company's present market capabilities. Topics will include:

- Developing an Export Program
- Analyzing Export Potential
- Identifying Overseas Markets
- Determining Entry Modes

- Communicating Internationally
- Participating in Trade Shows and Missions
- Establishing Export Pricing Policies

Food and AgriBusiness Opportunities in Asia. This seminar will focus on practical know-how for agri-business and food manufacturers who want to understand their Asian market potential and the special export requirements for their products and services. Topics will include:

- Japanese and Taiwanese Food Markets
- Hong Kong and Korean Food Markets
- Singapore, Thailand, and Malaysian Food Markets
- Asian Farm Machinery
- Asian Feed and Seed Markets
- Food Product Development
- Food Transportation and Packaging
- Procedures for Exporting Farm Machinery, Computer Software, and Other Farm Inputs

Access to International Markets. In this seminar participants will learn how to identify, evaluate, and penetrate foreign markets. Experienced practitioners will share their techniques of selecting and managing distributors. Participants will also research U.S. government and state programs that can help them develop and implement an exporting plan.

Women in International Business. In this course international business women can be brought together to share their experiences of dealing successfully with clients and markets in Asia, Europe, Latin America, and the Middle East. Speakers will focus on opportunities, preparation, pitfalls, and advantages of being female in their particular field.

International Trade Briefings. International trade briefings will allow business professionals an opportunity to upgrade their international business competencies through discussions with trade specialists from successful American companies and specialists from the United States Department of Commerce. The briefings will focus on target markets around the world and provide a comprehensive perspective on international trade options.

Staff Development. FVTC will continue to provide inservice training, as requested, for the district staff in order to increase awareness of opportunities in international education. FVTC will also conduct in-service workshops for business administrators on management of international exports.

Conclusion

Because the state of Wisconsin, as well as other parts of the United States, are part of a world economy and our worker shortage will result in increased immigration and a more linguistically, and culturally diverse population, it is essential that FVTC staff and the local business community develop an appreciation for, and an understanding of, other peoples and their cultures. FVTC staff will also need to be

increasingly aware of and sensitive to international visitors from different cultural backgrounds in our community and on our campus.

Many employers and business leaders in the Fox Valley area are inexperienced with international issues and with a multicultural work force. For these reasons, as well as many others, an international and intercultural business education and training program can have a major impact on Fox Valley Technical College and the community it serves.

Working with Local Business in the Kalamazoo Area

Theo S. Sypris
Kalamazoo Valley Community College

This paper discusses the planning, development and future directions of Phase II of Kalamazoo Valley Community College's internationalizing of its curriculum. (Phase I was discussed in volume I.) In this second phase, international materials and perspectives will be infused into the business curriculum, new courses will be added, and cooperative training arrangements with local business focusing on international trade and finance, will be established.

Program Developments

In 1990, a concerted effort was made to convince business faculty of the importance of internationalizing KVCC's curriculum. Three faculty members were drafted to infuse international content into their introductory-level marketing, accounting, and management courses. They have been receiving curriculum resources and financial support through a two-year Title VIA grant from the U.S. Department of Education.

During the first year of Phase II, additional business-specific guidelines and goals will be developed not only in internationalizing the curriculum but also in establishing cooperative arrangements with local businesses.

Also during this year, the feasibility of offering a degree program in international business will be explored. This will become a possibility only after we infuse more international content into existing 100- and 200-level courses in the areas of accounting, business administration, data processing, marketing, and secretarial sciences, and add several new international courses.

For now it appears that offering a terminal certificate, rather than an associate degree, is the more appropriate future direction, given the limited number of courses, faculty, and resources and the difficulties in articulating degrees with the business departments of four-year colleges or universities. Furthermore, business owners and managers, as well as employees and students, have expressed a stronger interest in the short, focused and practical international business training offered in a certificate program than in a two-year degree program.

Another Phase II activity is to explore the need for KVCC to create an international business resource center that would include data banks on business regulations in other countries and international business environments, and manuals on

identifying, planning, and implementing international trade and finance ventures (see Nee in volume IV). We are currently planning to assess the needs and interests of the local business community for international trade and finance. We feel that there is a considerable potential for international business training and education in this community. A recent Kalamazoo Chamber of Commerce survey has identified 23 companies requesting exporting information (see appendix for a list of these companies). We are planning to approach these companies to explore the possibilities of establishing international training services and cooperative international activities.

Another undertaking of Phase II is to organize an international business advisory committee composed of business leaders, regional academic specialists, KVCC faculty, and federal, state, and local government representatives. The committee members will be selected to provide guidance on planning and executing cooperative ventures, and building business contacts; serve as resource persons; and help to identify appropriate curriculum revisions and outreach activities such as training clinics, conferences, workshops, and translation and referral services.

Funding Base

Initial impetus for internationalizing the business curriculum came from U.S. Department of Education funding under Title VI of the Higher Education Act, the Undergraduate International Studies and Foreign Language Program, and matching internal funding. Major components of the two-year budget were:

- Funding for three key personnel: associate project director, curriculum director and administrative assistant (the director was funded by the college)
- Travel funds for conferences, workshops, consortia visits and overseas projects
- Stipends for business faculty creating international modules
- Learning resources

Administrative Support

KVCC is fortunate to have a highly committed dean of general studies, who has devoted much time, energy, skill, and leadership to bring to fruition the internationalizing of the curriculum. We were also fortunate to have a very supportive vice-president of academic services.

The past dean of the business and technical studies division did not actively support the internationalization of the business curriculum. With the addition of a new dean, strong leadership and support are now available. This administrative support will be crucial not only in providing mentoring and moral support to the few business faculty that will carry the bulk of the work in internationalizing the curriculum, but also in providing some leadership and financial resources.

In addition to the support of the top administration, the efforts to internationalize the business curriculum also need the commitment and interest of the busi-

ness faculty and students in order to justify reallocation of resources toward this endeavor and away from many other worthy academic programs or projects of the college.

Faculty Role

Adapting the infusion model and allowing the faculty to tailor international content to their needs and interests have been quite effective in internationalizing the liberal arts curriculum.

While only three business faculty have been involved with curriculum revisions during the past year, we hope that, with the addition of another three business faculty members, we will have a strong core of interested staff to more successfully implement Phase II. Cooperative ventures with local businesses for international trade and finance may also be initiated.

Strong faculty support of international business is essential in getting students interested and involved and in developing an international business certificate or degree program. A motivated faculty also contributes to extra-curricular activities such as international business workshops, training clinics, and brownbaggers.

Faculty Development and Resources

This year our monthly international colloquia for faculty focused on business and economics themes for Asian and European countries. Offering workshops and lectures at KVCC with outside experts on international business has been crucial for our faculty in getting new ideas, approaches, resources, and even expert critiques on the development of international business modules.

Finally, faculty recommendations and requests for books, audiovisual material, journals, data sources and references have been essential in building a useful and effective international business collection.

Student Involvement

Ultimately, any curricular changes should better serve the students. During the curriculum revisions and development, the role of students was limited mostly to helping the faculty identify and concentrate on issues and areas of importance to the students.

Even though the International Colloquia series was primarily geared to help faculty working on curriculum revision, students also attended and contributed to the discussion sessions with questions and comments.

In the second year of Phase II, students were more actively involved, offering brownbag group presentations, contributing to international activities (festivals, colloquia, teleconferences), or submitting articles to the college newspaper.

Finally, students majoring in international studies are prime sources of feedback for faculty on the curriculum revisions and good ambassadors for international education with families, friends and the community in general. The student response to the internationalized courses has been positive. A significant number of business majors have joined the international studies program to earn the one-

year certificate, and a few students are pursuing the AA degree in international studies.

Hopefully, there will be enough student interest for KVCC to offer a degree in international business as well.

Community Input

Although the community has been given the opportunity to participate in a variety of international activities organized by the program, its input into the curriculum has been very limited. However, since we are currently exploring regional business needs and increasing interaction with community leaders and interested citizens, the ongoing curriculum revision will begin to reflect their needs and suggestions. Under Phase II of our five-year plan, the community (especially businesses) would play a significant role in influencing the curriculum and outreach programs.

Future Directions

Given the limited internal and outside funding for Phase II, curriculum development activities will be less than in the previous years. Most of the available funding will be devoted to the business curriculum. In addition, faculty will be encouraged to join or organize international business internships, research projects, and overseas activities, either in faculty groups, with students, or alone.

The International Education Committee has identified the following priorities with respect to international business education:

1. Expand the international business curriculum offered through the college
2. Assist faculty to increase enrollments for their new international business courses, or internationally revised business courses
3. Place greater effort and resources into advertising the International Studies Program to reach students, the local business community and high schools
4. Host international business presentations and services which will stimulate faculty, student, and community interest and involvement
5. Pursue the feasibility of establishing an international business degree program to attract business students and business professionals
6. Create services to assist local businesses with international trade and finance ventures
7. Facilitate and fund overseas business research and travel
8. Establish internships, career counseling, and financial assistance for students majoring in international business

Conclusion

We are planning to apply for a Title VIB (Business and International Education Program) grant or a Title VIA (Undergraduate International Studies and Foreign Language Program) grant. Increased student enrollments in the newly created International Studies Certificate and Associate Degree programs could become the basis for supporting an International Business degree, which will then merit additional internal funding to build an international business program. Furthermore, because of the additional benefits to the faculty, businesses, and community this program generates or will generate, we hope adequate internal and external funding will be forthcoming. We hope to build a successful international business curriculum, better serve local business and labor needs, and develop closer working relations with the community.

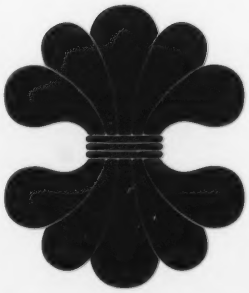
We will certainly have some infusion of Asian-Pacific content into the business curriculum as we hope to assist local businesses to enhance their Asian-Pacific understanding, and possibly build a few institutional training links in the region. We also need to develop adequate resources to host a variety of international and intercultural activities and, ultimately, to achieve a highly integrated international curriculum with a strong international business component.

Appendix

Advanced Metal Craft
Aero-Motive Manufacturing
Beloit Corp.-Wheeler Division
Buck Chuck Co.
Colonial Engineering
Illinois Envelop Inc.
J.A. Richards Co.
KTS Industries
Kalamazoo Conveyor Co.
Kalamazoo Photo Composition
Kalamazoo Screw Products
Kalamazoo Sheet Metal Mfg. Co.
Kalamazoo Stamping and Die Co.
Kalamazoo Steel Processing, Inc.
Kingscott Associates
Koolant Koolers
Landscape Forms
Peterson Spring
Ship-Pac, Inc.
Spring Tools Co.
Total Plastics
XCEL Laboratories, Inc.
Zemlick Brothers Office Products & Printing

Conclusion

The five papers in this volume discuss a range of experiences in "The Emerging Role of Community Colleges in International Business Training." Clearly, Coastline Community College, with its impressive International Business Curriculum and Teaching Guides, its World Trade Center Institute, and its developing partnerships with the City of Irvine, the Orange County business community, the University of California at Irvine, and the 108 California community colleges, provides the most comprehensive model for colleges hoping to strengthen their role in international business education.



Kapi'olani Community College's Office of Community Services has also been providing impressive international business training, focusing on business practices, exporting, international marketing and business opportunities, as well as concentrating on cultural protocols and sensitivities in Japan, Australia, South Korea, Thailand, Micronesia and Polynesia. Kapi'olani's noncredit program has found an international business training niche in Hawai'i, and is filling it with a rapidly developing program.

Fox Valley Technical College has a proven track record for providing education and training for Wisconsin business and industry, and is now turning that expertise in the direction of developing and implementing international business education training. They have already provided short-term workshops and noncredit courses on doing business in Japan, Taiwan, the People's Republic of China and Germany.

Kalamazoo Valley Community College has made impressive strides in developing an International Studies Degree and Certificate Program and is now strengthening the business and technical studies curriculum, through the infusion of Asian-Pacific and international content into existing courses, and creating specialized international courses. In addition, Kalamazoo is initiating cooperative arrangements with local businesses hoping to expand export opportunities. Kalamazoo is also planning to employ local business expertise to enhance their educational efforts.

How Did They Do It?

All four of the Associate Colleges represented in this volume used the following strategies to increase their international education capabilities:

- They sought and received federal grants.
- They established community advisory committees, with broad representation from business and community leaders.
- They used surveys to derive initial community and faculty input. Some colleges have continued the survey assessments in order to gauge shifting needs in a rapidly changing training and educational context.
- They internationalized their existing curricula, particularly in the areas of geographic, cultural and language studies.
- They used conferences, trade fairs, seminars and workshops to build a client base.

Other innovative approaches include developing an educational resource center and electronic databases accessible to the local business community and offering short-term training certificates.

Future Directions and Issues

The first concern of international business programs in America's community colleges is the availability of federal grants. Legislative funding at the national level should be actively encouraged, and a strong "community of colleges" committed to providing this training should continue to share ideas, strategies, and expertise in the years ahead.

The next concern is more problematic. Snyder's paper presents the chilling reality of an American economy under siege from foreign imports. Yet, in some cases, business education departments seem reluctant to internationalize. It is ironic that the trade deficit and the need to export more American goods have led to the internationalization of higher education, yet business education departments lag in this effort due to an "already full curriculum," or "lack of faculty interest."

Finally, a historical perspective is illuminating in this time of rapid acceleration of global economic processes and increasingly strong East Asian economies. Our desire for trade with East Asia dates back to 1874, when American investors sent the *Empress of China* from New York to Canton and back, and realized a 25 percent profit. Despite this auspicious start, trade with Asia has been more illusory than real. It has been the *potential* for trade rather the reality that has fueled our drive to capture Asian markets.

The American perception of East Asian countries has often been based on ignorance and misunderstanding of Asian cultures. In place of understanding, we have discrimination and misperceptions. The Chinese were the first ethnic group in the United States to have experienced discriminatory laws which restricted their immigration in the 1880s. Japanese immigration was curtailed in 1924, and Japanese Americans were incarcerated during World War II despite government inves-

tigations indicating they were loyal Americans. Wistful idealism (Christian missionaries, intent on saving the souls of Chinese, arrived in the 1830s and in 18 years succeeded in converting two individuals), the White Man's Burden (a misguided effort to "civilize" the already civilized indigenous peoples) and the underestimation of nationalist movements (the loss of China in 1949, and the longest war in American history, Vietnam) point to our glaring ignorance about Asia.

This ignorance and prejudice is one of the main reasons the United States has been involved in five wars in Asia since the turn of the century, which have left deep psychological scars on the participants on both sides. In the future, Americans will not only have to learn more about Asian and Pacific cultures, but we will also have to learn about ourselves and how we perceive other cultures.

In sum, this is a call for more serious historical content in the international business education curriculum. We have shared histories with many Asian, Pacific, Latin American, African, and Middle Eastern territories and nations. We must understand and learn from these histories before we set off with sails full into newly charted global economic waters.

In addition to a deeper understanding of the history of Asia and the Pacific American business leaders will need to take cultural and linguistic differences much more seriously. Their cultural-etiquette approach to short-term business training has limited application in day-to-day business interactions with counterparts in Japan, South Korea, Taiwan, Hong Kong, Malaysia, Papua New Guinea or Vanuatu. We must provide them with more than just the etiquettes, and the token phrases such as "hello," "please," "thank you," and "good-bye."

The cultural and linguistic behavior of Americans in the international business arena must send clear signals of genuine respect to Asians and Pacific Islanders. This genuine understanding can only be manifested in cultural sensitivity and appreciation of differences, and with full bilingual capability.

A deeper understanding of Asian and Pacific histories, cultures, and languages can only be gained from a focused track of study in a two- or four-year degree program. In the years ahead, community college administrators and faculty in credit and noncredit programs need to actively pursue and develop strong, articulated programs which link the kinds of training provided by Coastline, Kapi'olani, and Fox Valley with more traditional academic curricula in the histories, cultures, and languages of Asia and the Pacific.

We have an opportunity to begin this process now. At the 1992 Beacon International-Intercultural Conference, we will delineate a plan of action, and we will begin to implement that plan in the immediate future.

—RWF

Epilogue

Since this project began in June 1990, many global events have had significant impact in Hawai'i and throughout American society. Overall, a somewhat ironic trend began to emerge: as levels of international cooperation increased, so did friction and fragmentation within national borders.

In the Persian Gulf War, old allies and new formed a workable alliance, resulting in a stunning military victory and Kuwait's liberation from Iraq. Soon thereafter, hundreds of thousands of Kurds relocated in a "piteous quest for sanctuary."† Palestinians also continued their elusive search for a homeland, while the Americans and Soviets, seizing upon realignments caused by the war, planned and implemented a historic Middle East peace conference.

In South Africa, President de Klerk led a movement to repeal the "last pillars of apartheid," discriminatory laws structuring unequal opportunity for Blacks and Whites. Later in 1990, he was received by President Bush on his first official visit to the United States. As South Africa took its first halting steps out of racist isolation, tribal rivals within South Africa engaged in brutal violence, resulting in over 3500 deaths in 1990 alone.

In the Soviet Union, the Kremlin began 1991 by strengthening ties with Western nations and cracking down on separatist movements in the Republics. After confronting a coup in September, and possible disintegration, the USSR looked internationally for solutions to internal fragmentation.

To the south, Yugoslavia moved inexorably to warfare and secession as all sides were "consumed with ancient animosities." There, in September 1991, "Europe's first full-scale conflict since 1945" erupted.

In Western Europe, the recently completed tunnel across the English Channel symbolized the formation of a new European economic community of more than 370 million consumers. Meanwhile in Great Britain, France, and Germany, a growing intolerance toward African, Arab, Asian and Caribbean ethnic communities resulted in discrimination, violence and death. On CNN, we observed young German Nazis stoning relocated refugees.

East Asian economies continued to strengthen their position globally, while the citizens of Hong Kong contemplated their political unification with the People's

†All quotes are from *Time Magazine*.

Republic of China (PRC) in 1997. Further, both Taiwan and Vietnam improved their economic ties with the PRC this year.

Within the PRC, dissidents allegedly responsible for the Tiananmen Square rebellion were sentenced to between 4 – 13 years in prison. The government had to enforce internal solidarity, as did the government of Myanmar, formerly Burma, where Aung San Suu Kyi won a vast national majority in the 1990 general election only to find herself under house arrest soon thereafter. The ruling socialist-military still had her under arrest when she was awarded the 1991 Nobel Peace Prize.

The ASEAN block nations of Indonesia, Malaysia, Brunei, Thailand, Singapore and the Philippines enjoyed significant economic development and slowing population growth rates. Within Indonesia, the Suharto family continued to enforce solidarity from the top, while in Malaysia, ethnic divisiveness between Malays and non-Malays continued with renewed debate about equal opportunity for the Chinese in higher education. In Thailand, martial law was imposed and the Constitution of 1978 suspended in "the 19th coup since the overthrow of the absolute monarchy in 1932." Filipino nationals successfully pressured the Aquino administration and the Philippine Senate to discontinue leases for American military bases, and Imelda Marcos returned to her homeland, perhaps harboring an undisclosed political agenda with implications for the 1992 national elections.

India, Pakistan, Bangladesh, Sri Lanka, Maldives, Nepal, and Bhutan made substantial progress in developing a common agenda for socioeconomic and political development in the South Asian Association for Regional Cooperation (SAARC).

However, in India, Rajiv Gandhi was assassinated, allegedly by a young woman linked to Tamil Tiger separatists. Hindu nationalism is currently on the rise, with increasing challenges to "the nonviolence and religious tolerance exemplified by Mahatma Gandhi." Prime Minister Narasimha Rao pressed on in his attempts to quell separatist violence across the nation and to look internationally for economic development opportunities. Tamils tenaciously continue their quest for a separatist state in Sri Lanka.

In the Pacific, Papua New Guinea (PNG), the Solomon Islands, and Vanuatu strengthened their regional alliance, the Melanesian Spearhead, while PNG, independent since 1975, attempted to forge a nation out of more than 700 language and cultural groups. Bougainville Islanders attempted to secede, forcing the closure of its huge mining complex there. Fifteen people were killed as secessionist violence was renewed.

The ANZUS Treaty nations, Australia, New Zealand and the United States, expanded their range of concerns beyond security to issues of arms control, anti-nuclear proliferation, refugee problems, global warming, maritime conservation, the future of Antarctica and disaster relief in the Pacific region. At the same time, Native Hawaiians pressed for full cultural and political sovereignty and the return of thousands of acres of seized land. Native Americans, Australian Aborigines and

the Maori of Aotearoa (New Zealand) stated similar positions as a parallel alliance between the indigenous people of these nations began to emerge.

In the Americas, dialogue on a hemispheric economic community continued. Canada and the United States worked more closely on urgent ecological concerns, and relations between the United States and Mexico improved as the latter enjoyed sustained economic growth. As the government of Violeta Barrios de Chamorro replaced the Sandanista leadership, it looked increasingly to the United States and beyond for economic development assistance. Responding to global political pressure, the Brazilian government reversed its policy and began demarcating tribal territories, expelling miners from Yanomami territory, and delivering medical assistance to reduce malarial infestation among rainforest peoples.

Within the United States, the victory in the Persian Gulf resulted in enhanced solidarity across both class and ethnic lines. Much was written about the end of "Vietnam's legacy of self-doubt and divisiveness." Only two weeks after the Persian Gulf victory, however, we all watched as four Los Angeles policemen brutally beat an African-American citizen. The divisiveness returned. Examples of racial and ethnic violence, too numerous to mention, splashed across our newspapers and television sets. Some of us wondered about the role of a powerful news media in shaping intercultural perceptions.

Educators debated whether multiculturalism "threatens the ideal that binds America" or "is the ideal that binds America." New historical research highlighted the perspectives and roles of Native Americans, African-Americans, Hispanics, and Asian-Americans in the development of the nation, and has been severely critical of European-American expansionism. The popular media reported on a new, growing intolerance for cultural diversity. Racial and ethnic intolerance and violence was on the upswing on American college campuses. The Louisiana gubernatorial campaign of former Klansman David Duke received major media attention as a barometer of growing racial and ethnic tensions nationwide.

In this context of increasing international cooperation, on the one hand, and internal fragmentation, on the other, how can America's community colleges link international and multicultural education to better serve our increasingly diverse student populations and communities? The writers in these volumes describe the efforts of ten community colleges to internationalize their curricula, campus environments, and communities, and many also discuss efforts at enhancing multicultural understanding. But we need to do more.

What theoretical perspectives might provide a conceptual framework for a merging of international and multicultural education? I propose two perspectives: the first is perhaps contentious, the second, perhaps obvious.

First, historically, international processes are largely responsible for the increasingly fragmented multicultural societies we observe today in Europe, Africa, the Pacific and the Americas. These processes include:

- *Political Colonizing*, and not just European expansionism after the 15th century, although this has greatest relevance for an understanding of

America's multicultural dilemmas. Empire building has been a major human endeavor since soon after we domesticated carbohydrate sources—wheat, rice, millet, maize and taro—and figured out how to smelt and use iron.

- *Political Decolonizing*, particularly after World War II and the formation of 88 new nations carved out of the colonial empires of Europe. This process is accelerating in the Pacific Islands, with resulting inter-ethnic tensions increasing in Fiji and New Caledonia (still a French territory).
- *National Border Delineation*. The awkward and sometimes arbitrary drawing of boundaries, often arising out of colonizing and decolonizing processes, encapsulates and divides cultural communities. The Yanomami are still wondering where the Brazilians came from, and Samoans find the boundary between independent Western Samoa and territorial American Samoa largely arbitrary. These cases abound internationally, but are particularly compelling in the South Asian nations of India, Pakistan, Sri Lanka, and Bangladesh. Closer to home, this issue resonates in the history of international relations between Mexico and the United States.
- *Involuntary Immigration*, most significantly in the African-American case, played a major role in the development of the Americas from as early as 1502 and through the following four centuries. Some scholars have argued that as many as 30 million Blacks were brought from Africa to the Americas in the course of the slave trade. Further, involuntary immigration has had lasting effects on economic development, or lack thereof, in modern Africa and the Caribbean.
- *Voluntary Immigration*. The emergence of an international labor force finds its origins in global capitalism and rapid population growth in the developing world. No nation in the world has been so profoundly shaped by both involuntary and voluntary immigration as the United States. This is an extremely rich international-multicultural theme, with comparative cases abounding in Europe, Asia, and the Middle East.
- *Refugee Movements* are usually sourced in international conflict, and result in displaced populations suddenly thrust into a new cultural milieu. The refugee groups provide remarkable examples of the human capacity for adaptation and survival. There are, of course, a number of comparative multicultural outcomes of refugee movements internationally.

Second, teaching about cultural diversity in the United States today can be extended to teaching about cultural diversity in the world community tomorrow. Community college classrooms throughout the United States are both multicultural and international learning environments. Encouraging students to trace their immigration histories and geographies; to search out knowledgeable kinsmen and scholars; to attend culturally rooted family events; to learn and appreciate the lan-

guage, art and music of their origins; and to take advantage of study abroad opportunities can be potent strategies in understanding how local culture and international history shape individual identity. Furthermore, students' multicultural and international understanding will be further enhanced if these personal explorations are shared in collaborative learning activities.

In an increasingly interdependent world, the United States needs informed specialists and an informed citizenry to create a multicultural society always building on its international understandings. As the events of the last 18 months indicate, the world desperately needs leadership in building successful multicultural societies. The United States should provide this leadership.

Leaders in America's community colleges need to commit to educating the incipient specialist and the broad-based citizenry for full participation in the global laborforce and marketplace, for empowerment in global politics and ecology—in sum, for life in a multicultural global community. As educators, we all need to recognize the vibrant creative potential that cultural diversity brings to the classroom and beyond the classroom, to the campus environment and the community we serve.

—RWF

Participating Colleges & Authors

Coast Community College District

Since its founding in 1947, the Coast Community College District has built a national reputation as one of the finest community college districts in the United States. Governed by a five-member, locally elected board of trustees and a student trustee, it plays an important role in the community by responding to the needs of a changing and increasingly diverse population.

Located on Southern California's beautiful Pacific Coast between Los Angeles and San Diego, the district serves over 683,000 residents in a 105-square-mile area. It includes Coastline Community College, Golden West College, Orange Coast College, and KOCE–TV, Channel 50. The three colleges offer programs in transfer, general education, community and student services. They enroll over 52,000 students each semester in more than 300 degree and certificate programs, and over 120 vocational programs.

Coastline Community College has earned a reputation for innovative approaches to teaching and learning, including national acclaim for leadership in developing and offering telecourses. As a college without a campus, its ties to the community are especially strong. Golden West College offers small classes to prepare students to transfer, after their first two years, to a four-year school where they are academically competitive or excel. Orange Coast College is renowned for its exceptional faculty and has one of the largest and most comprehensive occupational programs in the United States.

BEST COPY AVAILABLE

Residents of the district turn to its three colleges and public television station for academic excellence, cultural enrichment, athletic participation, personal growth, and community involvement.

Both Coastline and Golden West have energetically participated in this Beacon project in order to share their accomplishments in international and multicultural education, and to learn from the experiences of other Beacon Associate Colleges.

Coastline Community College

Known as "The College Adults Turn To," Coastline Community College, founded in 1976, offers a broad range of academic and career programs geared to the needs of active men and women, who must carefully balance the responsibilities of work and family in order to further their education.

A fully accredited community college with headquarters in Fountain Valley, Coastline enrolled nearly 15,000 students in fall 1990 (see table 1). It offers programs at area campuses in the cities of Costa Mesa, Huntington Beach, and Newport Beach. In addition, classes are offered at more than 80 locations, including community facilities, business sites, and industrial centers, giving Coastline the flexibility to better serve the changing needs of Orange County's population.

Coastline's career-oriented curriculum features state-of-the-art training in occupations, ranging from accounting to travel and tourism, including such high-demand fields as computer networking, international business, legal assisting, quality assurance, and telecommunications. Coastline's specialized career programs can also be combined with general education courses to satisfy requirements for the Associate in Arts degree, or to complete requirements for transfer to a four-year university or college to complete study for a bachelor's degree.

For those individuals who find it difficult to commute to a campus, Coastline's College by Television enables them to "attend" college in the convenience of their home or office. Telecourses, or instructional television series, are broadcast by many Southland public television stations, including PBS affiliate KOCE, Channel 50, owned and operated by the Coast District. Educational programing emanating from the Coastline Cable Television Center is made available to more than 110,000 residents of the district.

Coastlines' English-as-a-Second Language Institute, serving over 4000 residents, offers courses in basic English to meet the needs of Orange County's growing immigrant population. These courses emphasize English reading, writing, conversation, and listening skills, which are essential for employment, academic, or vocational education programs, and for life in American society.

Since 1985, Coastline has been assessing the international business curricular and training needs of large and small businesses. From these assessments, it has developed an impressive array of international business curricula and the World Trade Center Institute. These developments are detailed in two major contributions to volume IV.

Table 1. Student Characteristics
Coastline Community College District, Fall 1990

Campus	Coastline		Golden West	
Gender	*N*	%	*N*	%
Men	5,230	33	6,848	48
Women	10,399	67	7,336	52
Ethnic Background	*N*	%	*N*	%
American Indian	121	<1	184	1
Asian	1,925	12	2,278	16
Black	201	1	185	1
White	9,587	62	9,208	65
Hispanic	1,147	7	1,202	9
Filipino	177	1	215	2
Other	134	<1	145	1
Unknown	2,268	15	769	5
Totals	15,560	100	14,180	100

Authors

Charlanne Nee is dean of business and international studies at Coastline Community College. Her responsibilities include the disciplines of accounting, banking, business management and supervision, foreign languages, international business, purchasing, travel and tourism. In addition, she is responsible for the operation of Coastline's Area 1, Newport Beach Center, including the World Trade Resource Center. She has had 13 years of experience in the business world and over 16 years in education. She has been an adjunct faculty member and holds teaching credentials in business and industrial management, and office services and related technologies. Her academic background includes a bachelors in business administration and masters in business management, and she is currently writing her dissertation, which will apply to her doctorate in education in institutional management.

Thomas Snyder is a graduate of the University of Kansas School of Business. He has been the administrator for three U.S. Department of Education Title VIB International Studies and Business Grants and two State of California Economic Development Grants to promote international business and training.

Golden West College

Golden West College (GWC), founded in 1966, strives to be a lively center for learning where students and teachers share educational experiences in a friendly and creative environment, enhanced by a beautiful campus. Student enrollment at the college was approximately 15,000 for fall 1990. With its commitment to comprehensive student services and modern facilities, the college works to provide the opportunity for students from all socioeconomic and ethnic backgrounds to attain

their individual educational goals. The college seeks to maintain a rich blend of resources and opportunities to serve a diverse community of high school graduates, young adults, individuals in mid-career, and senior citizens.

The main functions of GWC are to provide general education classes that transfer to four-year institutions; occupational and technical classes that lead to employment, upgrading of skills, or better jobs; and developmental or remedial classes that improve basic skills. In addition, community services offers programs for the cultural, physical, economic, and professional in-service needs of the community.

Innovation and flexibility, hallmarks of GWC, represent a continuing goal. The college endeavors to support quality, vision, and commitment in faculty and staff in order to provide students with the knowledge, skills, and attitudes needed to meet the challenges of today's world.

Prior to the 1975 immigration of great numbers of Vietnamese refugees to the Southern California area, GWC served local communities that were predominantly White and middle class. The student population mirrored the community population in that it was predominantly White Non-Hispanic.

In the late-1970s and steadily to the present, the initial population of Vietnamese refugees were joined by relatives migrating from other parts of the U.S. as well as new immigrants arriving from Vietnam. Today, the local communities are home to the largest Vietnamese population outside of Vietnam. During these years there has been increased settlement by people from many other Asian countries. In addition, the Hispanic population in the area is increasing due to immigration from Central America, a high birthrate, and population redistribution from neighboring cities and counties.

The newly established Intercultural Center and Project AERO (Advancement of Ethnic Representation and Opportunity), a minority law enforcement recruitment program, are also reaching out to meet community and international needs. Both of these innovative programs have quickly become national models in aggressively meeting the multicultural challenge. The Intercultural Center opened for business in early October 1989, and its role in promoting multicultural understanding is discussed in volume II.

Toward the end of spring 1990, the board of trustees of the Coast Community College District announced a broad policy of support for the concepts of international, intercultural education and the assurance of support for relevant services and activities. GWC is an institution that responds to the broadest possible cross-section of its community with educational programs of quality and purpose. As a community college, Golden West endeavors to provide an environment for the individual to achieve his or her personal goals and to prepare workers and leaders for tomorrow.

Author

Donna Willoughby received her BS in language arts at Purdue University, W. Lafayette, Indiana, and her MA in Rhetoric and Public Address at the University

of Florida in Gainsville. From 1964 to 1978, she was an instructor of English and speech communication, and from 1978 to 1991, she was the associate dean of instruction at Golden West College. Presently she is the division dean, social sciences, and director of the Intercultural Center at GWC.

Fox Valley Technical College

Location and the Community Served. The Fox Valley Vocational, Technical and Adult Education District is comprised of the counties of Outagamie, Waupaca, Waushara, Winnebago, and Calumet, plus portions of other contiguous counties. The major population centers of the district are along the Fox River, and together they form the third largest metropolitan area in Wisconsin. The area is recognized worldwide as the center of paper manufacturing, and the stability of the paper industry insulates the Fox Cities from fluctuation in the national economy. In addition to the paper industry, the area has a highly developed, interrelated industrial base. Locally produced welders, fire and utility trucks, crushing and screening equipment, farm machinery, fourdrinier wires, iron and brass casting, textiles, and processed foods command national and world markets.

In addition to its prominent manufacturing sector, the Fox Cities serves as an important regional trade and service center. Wholesale and retail trade, construction, personal, health and professional services are all thriving sectors of the economy. Four insurance companies now have headquarters in the area. Recent construction of a new regional shopping center and redevelopment of the downtowns of many communities indicate future growth potential for the area. Recent expansion of the hotel and convention facilities has enhanced its drawing power.

The areas of the district surrounding this urban region contain some of the best farmland in the state and support several stable small communities. In addition, there are many public and private recreational areas, which provide employment opportunities and enhance the quality of life for residents.

Census data from 1980 indicate a total population of 365,050 in the five counties making up the major portion of the Fox Valley Technical College (FVTC) District. Approximately 150,000 people live in the metropolitan area designated as the Fox Cities, made up of the cities of Appleton, Kaukauna, Neenah and Menasha; the villages of Kimberly, Combined Locks and Little Chute; and the towns of Grand Chute, Menasha and Neenah.

According to figures provided by the Wisconsin Department of Administration, the population of the five major counties in the district increased 7.1 percent from 1970 to 1980. Projections to the year 2000 indicate that the population will continue to grow. There will be an increase in the number of people in the older age categories, a decreasing number in the 5-17 age range, and a slightly greater number of females than males. The majority of the population will continue to be White; American Indians and Asian-Pacific Islanders will be the largest groups making up the 6.1 percent Non-White population.

Between 1969 and 1980, employment in the Fox Cities and Oshkosh increased by 13,276 employees, from 97,174 to 110,500. The service sector had the largest employment increase, while "other" employment, including construction, communications, utilities, and transportation, had the highest employment per capita rate of growth. In the study area, large employers with 50 or more employees accounted for 61.2 percent of total employment.

Well-managed area companies, many of which are leaders in their product lines and services, attract and maintain a highly skilled and well-educated work force. The quality and prestige of these firms contribute to the economic vitality of the area and serve as a valuable resources for the future growth of all sectors of the economy.

History. FVTC is a part of the Wisconsin Vocational, Technical and Adult Education (VTAE) System, which evolved at the turn of the century in response to the increasing needs of business and industry for a trained work force, changing technology, and continuing education for youth who dropped out of the elementary and high school systems. The system had its official beginnings in 1911, with the passage of the first comprehensive continuation school legislation in the country. Today, within the state, it is comprised of 16 districts, all operating under the direction of the Wisconsin Board of Vocational, Technical and Adult Education.

The primary mission of the VTAE System is to provide education for employment. This mission links the districts to the world of work, setting it apart from all other public education in the state. The occupational programs, the flexibility of delivery, and the curriculum must meet the needs of business and industry if the mission of the system is to be fulfilled.

College Programs and Students. Postsecondary associate degree, vocational diploma, and apprenticeship programs are the main focus of the VTAE System. In order to be responsive to the people and industries within each district, the system allows for some district autonomy in program offerings. The demand for educational programs providing a pool of trained workers comes from local employers. At the same time, the system is charged with the responsibility to discontinue programs when particular skills or occupations have become obsolete and to redesign programs to more effectively meet employers' needs.

In 1989-90, 45,738 people enrolled in at least one course in the district. In addition to the individuals who enroll in Adult Continuing Education classes, there are 2800 full-time and 3000 part-time students who are enrolled in one of the 53 asso-

ciate degree and vocational programs. Additional students enroll in program courses for credit, but are not officially enrolled in postsecondary programs.

Rationale for Internationalizing the Curriculum with an Asian-Pacific Emphasis. FVTC is situated in the American Midwest. Although our exposure to other cultures and other languages is limited, we need to participate in a global future. The Asian-Pacific region is already of significance to us in that several thousand Hmong refugees have settled in the Fox Valley area. It has been a difficult struggle for them to overcome the barriers they have confronted upon their arrival. They continue to strive to learn the English language, to work and support their families, and to become active members of the community. We anticipate their adjustment to our culture, but only in a limited way have we allowed ourselves to be introduced to theirs. The efforts of our student services and ESL staff in support of Hmong, Central American, and other diverse student groups are discussed in volume II.

Our current international efforts have introduced us to people from all over the world: France, Turkey, Central America, the Caribbean, Australia, the USSR and Japan. We are interested, as our goals indicate, in pursuing all avenues that will increase our contact with other parts of the world. We are especially interested in the Asian-Pacific region and will pursue educational opportunities for our staff and students there, and for the people of the Pacific Rim here. In volume III, the FVTC paper on Total Quality Management training in Australia highlights the rewards associated with planning, implementing and maintaining institutional links between Wisconsin and the Pacific region.

Our economic development efforts, working to provide education and technical assistance to district businesses and industry, are expanding to include topics related to international trade, instruction in foreign languages, and instruction to prepare Americans involved in international business to present themselves appropriately when they visit other countries. These development efforts are discussed in volume IV.

FVTC recognizes that the college and the district it serves are part of a global society and that services provided by FVTC to students, business and industry, and district citizens need to reflect membership in a global society. Therefore, the FVTC District Board directs that, in the future, the scope of international studies encompass the following activities:

- To prepare a marketing plan which features FVTC as an educational institution that can attract students globally
- To establish exchange programs for FVTC's staff and students and become a site for international staff and students wanting to study in the United States
- To provide seminars, workshops, and courses on international trade for district business and industry
- To provide on-site training for business and industry and educational representatives from other countries

We increasingly feel the need to learn about the Asian-Pacific region in the same way we have become familiar with Europe. Recognizing the importance of this region to the economic and political future of the world, we must take part in present efforts to bring together the people of the United States, Asia and the Pacific.

Authors

Carolyn Mewhorter graduated with a bachelor's degree in anthropology from Lawrence University and is presently enrolled in the master's degree program in public administration at the University of Wisconsin-Oshkosh. She has been in management positions with FVTC since 1979. Currently is an associate dean in the student services division. Her responsibilities include career planning services, project development and implementation, and directing international studies for the district. She has also served as district Affirmative Action Officer and Sex Equity Coordinator for the past ten years.

James Pierce has 25 years experience in a variety of leadership positions in post-secondary education. In addition to teaching marketing in his early career, he has gained considerable experience working in adult education, community relations, economic development, and general school administration. Previous work experience also includes retail marketing. For the past six years, he has served as dean of the business and marketing division for FVTC. He received a BA from Western Michigan University, an MS from the University of Wisconsin-Madison, and an educational specialist degree from the University of Wisconsin-Stout.

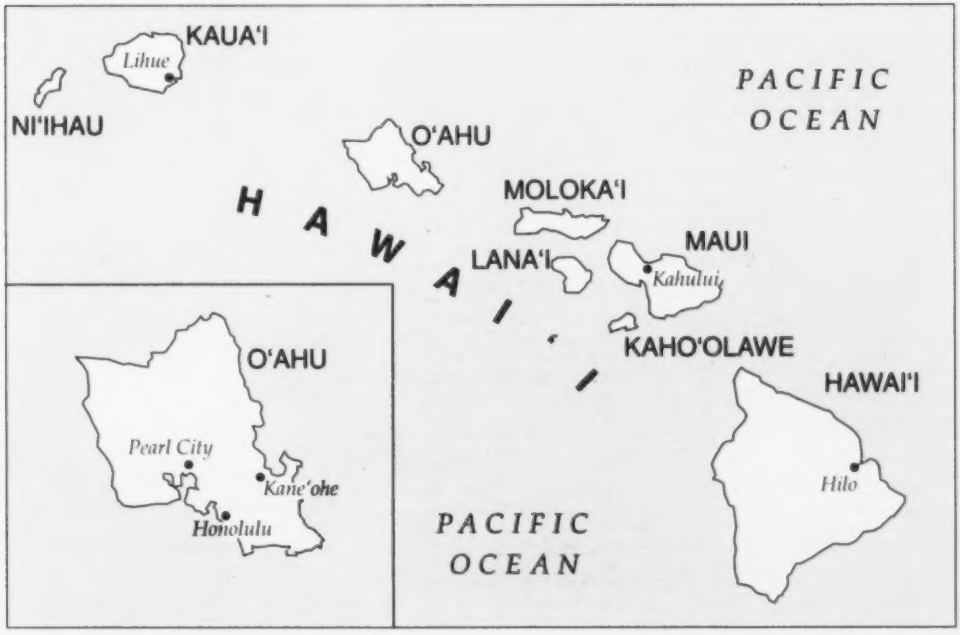
Callie Zilinsky serves as the director of The Academy for Quality in Education at FVTC in Appleton, Wisconsin. She has been involved from the ground level in the design and implementation of the Quality First process at the college and was part of a three-member team that traveled to Australia in August 1990 to explore partnerships in training.

University of Hawai'i Community Colleges

Honolulu Community College

History. The origins of Honolulu Community College (HCC) date to 1920 when it was established as the Territorial Trade School. In 1965, it became part of the University of Hawai'i, and in 1966, the Board of Regents authorized it to grant Associate in Arts and Associate in Science degrees. At present HCC is one of seven community colleges in the state and one of four on the island of O'ahu.

Between 1966 and 1976, HCC experienced very rapid growth and evolved into a comprehensive community college. It offers liberal arts instruction leading to the two-year AA degree. HCC currently offers the AS degree and shorter certificate programs in more than 30 technical-occupational areas. The programs are integrated with a strong general education core to provide an educated citizenry for the work force of the State of Hawai'i.



The main campus, a short distance from the heart of downtown Honolulu, occupies over 20 acres on Dillingham Boulevard in the Kalihi-Palama area. The campus also includes facilities near Honolulu International Airport for the aeronautics maintenance program, the Education Center for neighborhood outreach in the Palama area, and automotive and heavy equipment shops on Kokea Street, on the ocean side of the campus.

Mission. As established by the Hawai'i Community College Act of 1964, the purposes of HCC are "to provide two-year college transfer and general education programs, semiprofessional, technical, vocational, and continuing education programs, and such other educational programs and services as are appropriate to such institutions."

The State Apprenticeship Law states that "related instruction for apprentices, coordination of instruction with job experiences, and the selection and training of teachers and coordinators for the instruction shall be the responsibility of the department of education or the community college division, University of Hawai'i."

Within the statewide mission for community colleges, HCC's special emphasis is on developing and educating the future technical work force of the state and providing students, including apprentices, with state-of-the-art knowledge and skills necessary in technical-occupational and liberal arts areas and thereby creating an educated, contributing and employable citizenry.

BEST COPY AVAILABLE

Educational Facilities. The main campus of HCC has been almost totally rebuilt since 1970. Shops and laboratories equipped with appropriate tools and supplies are maintained for instructional programs in over 30 technical-occupational areas, and modern classrooms and laboratories have been built for liberal arts courses.

A trade-industrial complex provides up-to-date facilities for training in many trade areas. Students working toward associate degrees use the complex during the day in carpentry, refrigeration and air-conditioning, and welding. Apprentices and journeyworkers in 20 different trades are trained in its shops and classrooms during evening hours and on weekends.

The Campus Center Building offers a modern centralized setting for student activities, as well as specialized instructional facilities for commercial art, business, engineering technology, architectural drafting, computer science, and music.

The Aeronautics Maintenance Facility, located near Honolulu International Airport, includes completely equipped shops which meet Federal Aviation Agency requirements.

Housed in the renovated, historic Palama Fire Station, the Education Center provides English as a Second Language training, Immigrant Services, and basic skills training.

Two transportation technology facilities are located on the ocean side of the main campus. The facilities house well-lighted classrooms and well-ventilated shops that complement both theoretical learning and hands-on training in automotive mechanics technology and heavy equipment maintenance and repair. The automotive facility is used extensively during the evening hours and on weekends for in-service skill training.

Special Programs and Community Service. HCC has a number of special programs designed to meet the needs of diverse sectors of the O'ahu population. In volume II, the future development of an immigrant center, as well as supportive curriculum for new Asian-Pacific immigrant students, is discussed (see table 2).

The Apprenticeship Training Program provides related classroom instruction for individuals who are apprenticing in the construction and mechanical trades. In addition, training is offered for upgrading journeyworkers who desire self-improvement in their respective trades. Pearl Harbor Naval Shipyard apprenticeships may also be available as determined by employment needs.

The Office of Special Programs and Community Service offers a wide range of noncredit programs and services to meet the needs of business and industry as well as the community and special groups. HCC has established the Emeritus College to respond to the special educational needs and requirements of senior citizens and of persons near retirement. The Emeritus College offers a continuing series of noncredit workshops and serves as a center of support and assistance for senior citizens wishing to enroll in any of the college's programs, either credit or noncredit.

Table 2. Student Characteristics
University of Hawai'i Community Colleges, Fall 1989

Campus	HCC		KCC		LCC	
Gender	*N*	*%*	*N*	*%*	*N*	*%*
Men	2,511	60	2,176	38	2,434	43
Women	1,68240		3,540	62	3,212	57
Ethnic Background	*N*	*%*	*N*	*%*	*N*	*%*
Japanese	14	22	1,560	27	1,373	24
Chinese	481	12	601	10	143	3
Korean	175	4	208	4	116	2
Filipino	813	19	721	13	1,066	19
Hawaiian	562	13	499	9	560	10
Asian/Pacific Islander	315	8	335	6	261	5
Hispanic	57	1	60	1	123	2
Caucasian	537	13	1,155	20	1,125	20
Black	44	1	41	1	120	2
American Indian	13	<1	13	<1	16	<1
Mixed	263	6	512	9	739	13
No response	19	1	12	<1	4	<1
Totals	3,293	100	5,717	100	5,646	100

The Emeritus College is also the first SeniorNet site in Hawai'i. SeniorNet is a nonprofit organization established to create and support a national community of computer-using seniors.

Endowed by a significant gift to the University of Hawai'i Foundation, the Fujio Matsuda Technology Training and Education Center serves as the technological bridge connecting HCC with appropriate businesses and industries in Hawai'i. The center introduces emerging technologies and techniques to the community through faculty consultants, workshops, seminars and noncredit classes.

Through the Office of Special Programs and Community Services, the Matsuda Center regularly conducts short-term noncredit classes in word processing, database management, spreadsheet, computer assisted design and drafting, computer art, typesetting, and desktop publishing, using Macintosh and IBM-compatible computers.

HCC is a member of the Service members Opportunity Colleges Associate Degree (SOCAD) and Navy (SOCNAV) programs. SOCAD includes 77 colleges and SOCNAV includes 40 colleges which are linked in networks to offer associate degrees on more then 270 army and 100 navy installations, including Schofield Barracks, Fort Shafter, and Pearl Harbor Subbase.

Future Directions. The 1991 University of Hawai'i Master Plan makes the following recommendations concerning future developmental directions:

1. HCC is encouraged to pursue its goal of becoming the "Technological College of the Pacific." This calls for continuing its emphasis on the tech-

nical-vocational trades, with advanced programs in the automotive, aeronautics, electronics, and construction technologies. Continuing close relationships with the relevant industries are necessary and should be nurtured. Other specializations which should be continued include the childcare and early childhood education programs as well as the varied programs for senior citizens and military personnel.

2. In this setting of technical-vocational programs, liberal arts education faces a special challenge. It must be a prominent part of every curriculum and provide each student with the basic tools for further learning and a better quality of life. The success of the liberal arts transfer program at HCC is noted and supported.

Author

David Wong has master's degrees in Asian Studies and Asian History. He has been teaching in the humanities department at HCC since 1988, and annually leads a study-abroad program to Southeast and East Asia.

Kapi'olani Community College

Kapi'olani Community College (KCC) provides general higher education opportunities to residents in the East Honolulu area and offers 21 degrees and certificates in business education, food service and hotel operations, allied health, nursing, legal assisting, and liberal arts transfer education. Serving approximately 6000 students in credit programs, Kapi'olani has four specific across-the-curriculum emphases: writing, thinking and reasoning, computing, and Asian-Pacific. Noncredit programming through Kapi'olani's Office of Community Service (OCS) has grown rapidly, as more than 25,000 people participated in OCS programs in 1989.

Developing the knowledge and skills to function in an increasingly interdependent global community is an urgent task for all educational institutions. The Governor's Congress on Hawai'i's International Role held in December 1988 emphasized the importance of international education in cultivating the knowledge, skills and attitudes necessary for the people of Hawai'i to flourish in the global community. Whether in Hawai'i or elsewhere, knowledge of history and geography, understanding of current events, cultural sensitivity and foreign language ability will enrich an individual and enhance his or her role as a world citizen.

Five years ago, the college established Kapi'olani's Asian-Pacific Emphasis (KAPE) to address the issue of international and intercultural education. In designating this emphasis, the college expressed its support for international-intercultural education with a focus on Asia and the Pacific. A Title VI grant provided funds to initiate planning and development, and in 1987, the work of a task force and participants in a summer institute identified the general direction and specific goals of KAPE. At this first summer institute, knowledgeable scholars from the University of Hawai'i at Manoa and the East-West Center provided detailed seminars on a wide range of stimulating Asian and Pacific topics.

KAPE's first three-year development plan focused on fostering global thinking and cross-cultural awareness through an infusion of Asian-Pacific content across the curriculum, a wider range of Asian and Pacific language offerings, college-supported lectures and cultural activities, and the development of an Asian-Pacific Studies Advisory Program.

In May 1988, a second summer institute was held to design an Asian-Pacific Certificate Program, and in spring 1989, the college celebrated its first International Festival with the theme, Life Forces: East and West. From these activities a committed cadre of administration and faculty emerged to lead the college in its efforts to foster in students a global perspective and cross-cultural sensitivity. KCC's culturally diverse students, staff, faculty, and administration adds a depth of personal experience to the more academic and technical discourse of formal instruction. (See table 2 for the ethnic and gender background of Kapi'olani's student population.) In particular, student organizations, such as the Korean, Japanese, Filipino-American, and Samoan clubs, as well as the Pacific Asian Student Association, make substantial contributions to the overall learning environment.

The OCS has also established a noncredit international program to provide educational opportunities in Asian-Pacific cross-cultural studies to the community. With topics ranging from business export and intercultural communication to the peoples and cultures of Japan, the People's Republic of China, South Korea, the Philippines, and the Pacific Islands, these workshops strengthen the professional skills of Hawai'i's international business community while enriching the cultural sensitivities of island residents.

With these experiences to build on, KCC was selected as a Beacon College in 1990. This project, Beyond the Classroom: International Education and the Community College, brings together ten colleges to share accomplishments in international and intercultural education. KCC has contributed papers to all four Beacon volumes.

Future Directions. The 1991 University of Hawai'i Master Plan provides the following developmental directives for the college:

1. KCC should continue its emphasis on the liberal arts college-transfer, business, health, hotel/food service education programs. Its leadership role among the community colleges in developing Pacific and Asian studies is supported.
2. The new facilities at KCC include sophisticated telecommunications equipment. The college is encouraged to utilize its telecommunications facilities and related interactive television technologies to share its resources in business education, health and other related areas of specialization throughout the state.

Authors

Marcia Armstrong has an MS in medical lab science from Southeastern Massachusetts University. She has been the director of the medical lab technician pro-

gram at KCC for 11 years and previously chair of the MLT Department at Miami-Dade. She enjoys teaching and interacting with people from diverse cultures.

James Becker has an MA in psychology. He has been a community college teacher for ten years. His interests include the interface of modern Western materialism and traditional Pacific culture, and human neonatal capacity.

John Cole was raised in Southern California. He earned a BA and an MA at the University of Hawai'i at Manoa where he is presently working on his PhD in Pacific Island Studies. He currently teaches in the humanities department, and in November 1991, he will be presenting a paper on the college's international festival and student conference at the Community College Humanities Association meetings.

Kusuma Cooray was born and raised in Sri Lanka and had her professional training in London and Paris. A Fellow of the Cookery and Food Association and Master Craftsman of its Chef's Guild, she was an executive chef for a leading restaurant in Honolulu before joining the KCC faculty. She continues as an independent consultant for the food and catering industry.

Ibrahim Dik, a native of Lebanon, has a PhD in economics. He is the pre-business coordinator and an instructor of Economics.

Robert Engle, a native of Pennsylvania, received his professional training at Cincinnati, Stanford, USC, Indiana, Hawai'i and Washington. He is director of music at KCC and has worked with the Maile Aloha Singers since its establishment in 1973. He speaks six languages and has two books in print.

Regina Ewing is an academic advisor and the foreign student advisor at KCC. She has traveled extensively in Europe and the Middle East while teaching for over five years for the Department of Defense. She also remains active in drama and performing arts.

Robert Fearrièn has been an instructor of World Civilizations courses at KCC since 1968. He has also helped with the development of, and been a team-teacher for, the interdisciplinary Social Science 120 course entitled Hawai'i's People. He has been a member of KAPE from its inception and supporter of its goals in the humanities department.

Robert Franco is an instructor in anthropology, KAPE coordinator and Beacon Project Director. His doctoral dissertation (UHM 1985) focused on Samoan migration, urban employment, and perceptions of work.

Robin Fujikawa is an instructor in philosophy, KAPE coordinator and an Asian-Pacific Studies advisor. He is completing a doctorate in Asian philosophy at UHM.

Jane Fukunaga has an MA in political science, an MA in american studies, and an MEd in curriculum and instruction. She teaches political science, Asia 100 and Social Science 120. She is a former Fulbright scholar in India and member of the State Commission on Population and the Hawai'i Future.

Ernst Hiltbrand for the past several years has completed courses from Pennsylvania State and Purdue University in sanitation and food service excellence. He has made industry visitations and attended internationally renowned culinary

institutes in the United States, Japan, Australia, and Sri Lanka. This enables him to maintain up-to-date mastery of subject area and instructional methodologies.

Irmagard Kop Davis is an instructor in sales and marketing having received a BA in economics from UHM and an MS in retailing (marketing) from New York University. She is a licensed realtor and notary public. She developed and presently teaches the International Marketing course at KCC and is developing the Entrepreneurial Studies program.

Charles Matsuda has taught a wide variety of biological science courses in his 18 years of teaching. He is currently researching freshwater fauna on O'ahu.

David Nakamaejo is a sales and marketing instructor. He started teaching in 1976, and has played an active role in strengthening the business education links between the Hawai'i State Department of Education and KCC.

Sharon Narimatsu is the director of the Office of Community Services. The OCS offers noncredit courses designed to serve the needs of Hawai'i's diverse population and business community. In 1990, OCS programs and courses enrolled over 32,000 students.

Louise Pagotto returned to Canada after almost five years of teaching and learning in Papua New Guinea, to pursue an MA in linguistics. Her interest in Pacific languages led her to UHM, where she studied linguistics and spent summers teaching English in the Marshall Islands. After completing her doctorate in 1987, she taught English and linguistics at Leeward Community College, and since fall 1989, she has been a full-time instructor of English composition and linguistics at KCC.

Loretta Pang teaches history with an emphasis on Asian civilization. She has been involved with developing and implementing the college's Asian-Pacific Emphasis since its inception and has served as one of its coordinators.

Trude Pang has been the Office Administration and Technology department chair for four years. She has been an instructor for 17 years. She is an office administration and technology consultant and a coauthor of *Keyboarding with Computer Applications*.

James Shimabukuro teaches freshman and advanced composition and is the editor of *Teaching Writing in the Community Colleges*, a newsletter for instructors in the discipline. His doctoral dissertation (UHM 1986) focused on the composing process of freshman writers.

Terry Webb is the head librarian. Formerly he was Automation coordinator and assistant professor of library science at Brigham Young University-Hawai'i, and librarian at Phoenix Public Library. His publications include three books and several articles on library automation and management.

Leeward Community College

Leeward Community College (LCC) was established in fall 1968 under the leadership of Leonard T. Tuthill, first provost of the college. Over 1640 students, twice the

projected number, enrolled for the first classes, most of which were offered in a facility which had previously housed the Pearl City Kai Elementary School.

Since its beginning in very inauspicious temporary facilities, the college has grown to be among the two largest community colleges in the state in terms of enrollment in credit classes. Between 5500-6000 students are regularly enrolled each semester in liberal arts and vocational education programs offered on campus and at off-campus installations in the community.

Mission. As one of the seven community colleges in the State of Hawai'i administered as part of the University of Hawai'i system, the overall mission of the college is:

- To broaden access to postsecondary colleges in the State of Hawai'i by providing open-door opportunities for students to enter quality educational programs within their community
- To provide vocational and technical programs which both prepare students for immediate employment and provide the paraprofessional and trained work force needed by the State
- To specialize in the effective teaching of general education and other introductory liberal arts and pre-professional courses
- To provide opportunities for personal enrichment, occupational upgrading, and career mobility through credit and noncredit courses and activities
- To contribute to and stimulate the cultural and intellectual life of the community by providing a forum for the discussion of ideas; by providing leadership, knowledge, problem-solving skills, and general informational services in which the college has a special competence; and by providing opportunities for community members to develop their creativity and appreciate the creative endeavors of others

Within this context, the special mission of the college is to serve the residents of Leeward and Central O'ahu, in particular, and the state, in general, by providing a balanced and comprehensive offering of programs, services and educational opportunities.

Some features of LCC's unique mission, for example, the Japan Studies and Hawai'i-Pacific Studies programs, are discussed in volume I. LCC's contribution to volume II discusses its strong student advisory component for Filipino students transferring to UHM, and its paper in volume III details the creation and establishment of its study-abroad program with Beppu University in Japan. (See table 2 for the ethnic and gender background of Leeward's student population.)

Special Programs and Community Services. The Office of Special Programs and Community Services is a vital part of the college's comprehensive educational mission. The college is committed to providing educational access to the community through continuing education programs, extensive public service programs and usage of the campus facilities. Community Services promotes innovative responses to changing educational needs beyond the college's walls. Augmenting

the regular credit courses, the program provides educational, cultural and recreational services and activities, including human resource and economic development, job training, classes for small business persons and would-be entrepreneurs. The program is intended to serve people whose educational goals do not require college credit. Community services programs are, for the majority of its participants, the main contact with LCC. The program links to the community through the following activities:

1. *Liaison with Community Organizations.* The staff keeps in close touch with members of civic, business, community and other local organizations. This close two-way communication helps to assure that the communities' needs are being met; second, that the college is taking full advantage of the talents of the community; and third, that LCC's resources are known and used throughout the community.
2. *Coordination of Community Services.* The staff works closely with other governmental and private nonprofit agencies that provide social services to the community. The educational services of the college are carefully coordinated with the health, social and other services being provided by other agencies.
3. *Training and Consultation.* The staff and other members of the college are available to groups and organizations to conduct training and provide consultation in a variety of specialized subject areas.

The staff works with local professional or special interest groups in offering quality workshops and conferences to the community on a wide variety of topics.

Theatre and Cultural Events. At the focal point of West O'ahu's cultural resources is one of Hawai'i's finest theatres for the performing arts. The LCC Theatre is known for its flawless acoustics and creative programming. From the opening of its season in September through the closing performance in June, the 600-seat theatre accommodates more than 200 presentations. The eclectic offerings include student productions, both musical and theatrical, national touring shows, dance concerts, film festivals, youth theatre programs, jazz concerts, choral festivals, seminars, conferences and society meetings. The theatre serves the educational needs of the college, the community, and professional theatre companies. It also houses classes for acting, dance, creative dramatics and stage craft.

Non-Credit Program. The fee-based, noncredit program offers courses in a variety of subject areas designed to meet the needs and interests of the community. It offers a variety of special activities that reach persons of all ages, interests, and ethnic backgrounds. The Senior Citizen Education Program, for example, encourages persons 60 and older to participate in credit or noncredit courses by providing tuition exemption.

The training needs of business and industry is met through short-term, customized training programs, linked to identified needs of employers. Designed to be flexible, convenient and self-supporting, they provide both technical skills for the growing number of occupations that require more than the basics but less than

an associate degree, and technical assistance to small business. The courses available include computer training, literacy in the workplace, business communication, personal development, and financial planning. A small-business program for new entrepreneurs and expanding businesses promotes the free enterprise system.

Leeward Community College at Wai'anae (LCCW). This satellite campus is located on the Wai'anae Coast. The college offers a variety of credit courses and academic support services. Faculty from the main campus teach at LCC. The community education assistants spread the word about the college throughout the community; assist residents with college applications, financial-aid, and scholarship forms; and help students with the transition to academic work. Counselors are available to provide academic advising and career counseling and exploration. The Learning Resource Center offers students an individualized, self-paced approach to reading, writing, and math, and preparing for the GED; the student works with an instructor who develops an educational program to meet the student's needs.

On-Base Military Education Program. A program of liberal arts courses is offered at Pearl Harbor Naval Base and Hickam Air Force Base in collaboration with the College of Continuing Education and Community Service of UHM.

Future Directions. The 1991 University of Hawai'i Master Plan makes the following recommendations concerning future developmental direction at the college:

1. LCC should continue its emphasis on the liberal arts college-transfer program. Its theatre facilities make it an appropriate cultural center for the performing arts.
2. Adjacent to an area of rapid urbanization, the college is well aware of its potential role. It is encouraged to mount ad hoc and short-term programs in its efforts to remain flexible in responding to the growing demands for a variety of services in its area.
3. Its willingness to utilize outreach and alternative delivery systems is recognized. The college shall increase its efforts to serve the Nanakuli-Wai'anae Coast, where health and social problems present major challenges. A more substantial and permanent site for LCCW will be considered.

Authors

Danilo Campos is the Transfer Project coordinator at Operation Manong. He is a graduate of Waialua High School, and holds an MA in political science from UHM.

John Conner, literature instructor, received English degrees from the University of Notre Dame and Indiana University. He is starting his 24th year in the UH system, with three years in the UHM English Department and 20 years at LCC. Japanese literature is his specialty. Conner was LCC's arts and humanities committee

chair for six years and was instrumental in developing the sister school relation between Leeward and Beppu University in Japan.

Ernie Libarios is presently a counselor, and a consultant and resource person to various state, federal and private agencies dealing with minority issues. He has a EdM degree in counseling and guidance, and coordinates the Leeward-Manoa Transfer Project.

Leialoha Perkins was born and raised in Hawai'i, where she attended public schools. She graduated from Boston University (AB), Simmons College (MS), Mt. Holyoke College (MA), and University of Pennsylvania (PhD). She returned to Hawai'i after six years of teaching in the Kingdom of Tonga. Her hobbies include figuring out laymen's physics (theories), crabbing by torchlight, and befriending two year olds with whom she shares poetry.

Maui Community College

History. Maui Community College's origins date back to 1931, when Maui Vocational School began with courses in carpentry, auto mechanics, and machine shop. In 1950-51, the physical plant expanded, and five new programs were added. In 1958, the school changed its name to Maui Technical School.

In 1964, the state legislature's Community College Act established a state-wide community college system as part of the University of Hawai'i. Maui Technical School was incorporated into this system in 1965. The next year the school's name was changed to Maui Community College (MCC), and it was given the authority to grant AA and AS degrees in addition to Certificates of Achievement and Completion.

In 1967, the first lower-division transfer courses were offered, and MCC saw an increase in its student body, a greater selection of course offerings for transfer and nontransfer students, and a corresponding growth in its physical plant.

Service Area. MCC is located on Maui, the largest of the three populated islands constituting Maui County. The island houses 93 percent of the county's 101,000 population and 63 percent of the area. Most of Maui's permanent residents live in the central valley area which has two principal towns, Wailuku, an old commercial center and county seat, and Kahului, a newer residential and commercial center. In addition, there are two large residential areas, "Up-country" and Kihei. The two major tourist destinations, Lahaina-Ka'anapali and Kihei-Makena corridor, are located along the south shore beaches.

The majority of the population served by MCC lives within a 30-minute drive of the main campus. However, significant numbers of students and potential students live in isolated communities such as Hana or on the islands of Moloka'i and Lana'i. A major thrust of the college is its effort to serve these isolated populations with television-assisted courses and programs. Furthermore, MCC is the only campus in the UH Community College System which provides housing for students from these remote communities as well as from abroad. (See student gender and ethnicity information in table 3.)

Growing and processing pineapple and sugar were traditionally the major industries. During the 1960s and 1970s, agricultural employment declined because of foreign competition.

For the past 25 years, Maui has promoted the growth of tourism to replace declining agricultural opportunities. The tourist industry, and in particular international tourism, has grown so rapidly that it not only solved the unemployment problems, but also caused a labor shortage and a number of other social problems: the high cost of living, housing shortages, significant crime levels. One of Maui's major problems is its future dependence on the fluctuations of a somewhat variable visitor industry. A related problem is Maui's large construction industry's overdependence on the continued growth of tourism.

Due to tourism growth and related investment, particularly large-scale Japanese investment, the County of Maui represents the most dynamic and rapidly changing county in Hawai'i. Since 1970, Maui has had the fastest growing population in the state. It possesses a range of natural assets, including miles of white sand beaches, tropical rain forests, a dormant volcano, and a year-round temperate climate, that annually attract in excess of two million visitors.

As part of a community with a growing number of international visitors and investors, the college must provide the kind of education that prepares students and the community for global changes as well as opportunities. The perennial winter presence of Canadian part-time residents and the expansion of Japanese investments have thrust Maui into the global mainstream, with an enlarged airport bringing larger jets with more people from more places.

Long-Range Goals. In MCC's 1987-93 Academic Development Plan there are nine long-range goals. Of relevance here is the sixth:

> Internationalize the curriculum with an emphasis on the Pacific Basin and Asia. The college will continue to expand the international perspectives in the curriculum and will investigate an international trade option in the Business Careers Program. The college will consider those opportunities to expand its telecommunications and computer capabilities to accommodate the cooperative arrangements for delivering instruction and service to our sister colleges in the Pacific Islands. MCC will continue to promote the student and faculty exchange program with Chofu Gakuen Women's Junior College in Japan and will be open to other similar arrangements.

The action portion of the 1987-1993 Academic Development Plan describes the following priority: To identify and develop appropriate international dimensions in MCC's curricula.

Rationale. As Maui is increasingly becoming part of the global mainstream, students and the community will encounter increasing employment, cultural, recreational, and other opportunities. The reality of international economic interdependence is palpable in Hawai'i and omnipresent in Maui County where Japanese investment in land and the hospitality industry infrastructure has grown significantly in recent years. The college will play a major role by infusing international

Table 3. Student Characteristics
University of Hawai'i Community College

Campus	MCC		WCC	
Gender	*N*	*%*	*N*	*%*
Men	742	36	425	26
Women	1,326	64	1,179	74
Ethnic Background	*N*	*%*	*N*	*%*
Japanese	252	12	179	11
Chinese	48	3	43	3
Korean	6	<1	11	1
Filipino	422	21	47	3
Hawaiian	337	16	201	13
Asian/Pacific Islander	47	2	33	2
Hispanic	41	2	26	2
Caucasian	683	33	519	32
Black	6	<1	23	1
American Indian	7	<1	6	<1
Mixed	157	8	499	31
No response	68	3	17	1
Totals	2,074	100	1,604	100

perspectives and implications into existing programs and courses, especially those related to international business:

- The business division will develop an associate degree in international business based on a survey of community interest, current activities, and needs.
- Community Services, in cooperation with business, will offer international trade seminars through a recent Title VIB grant.
- To facilitate internationalization of the curriculum, the social sciences/humanities division is requesting reassigned time for instructors to revise existing curricula and design new courses or attend related workshops and seminars. A Title VI, Undergraduate International Studies application will be prepared to meet the next deadline.
- The computing center will examine a joint proposal with NIFTAL Project (a federally funded agriculture research project) for delivery of instruction to, and data communications with, Third World countries such as India.
- The language arts division will explore the feasibility of an international film course and an international literature curriculum with emphasis on great literary works from the Pacific Basin and The Philippines. They will study the possibility of offering an intercultural communications course for students in business and international business. They will develop a two-semester speech course for foreign students and immigrants. Facul-

ty exchanges with colleagues from Asia, Europe and the South Pacific will be explored.

- If a satellite uplink is funded, MCC will be able to work with counterparts to deliver instruction and services to other institutions in the South Pacific. This would be an extension of MCC's present, extensive, tri-island, interactive distance-learning system.

MCC makes four substantial contributions to the Beacon volumes. In volume I, their interdisciplinary approach to Asian literature and geography is discussed. Volume III includes three MCC papers, with a personal account of Fulbright opportunities in Asia and the Pacific leading off the volume. Papers detailing institutional links between MCC and Japan, and MCC and Taiwan, also contribute rich personal and professional experiences to volume III.

Future Directions. The 1991 University of Hawai'i Master Plan delineates the following development directives for the college:

1. MCC should continue to be the educational and cultural center of the county. It has largely succeeded in achieving this through close ties with the community, and by responding to the demands for nurses and for various kinds of workers in the burgeoning hotel industry.
2. MCC has been a leader in providing outreach to the distant corners of its county (Hana, Lana'i and Moloka'i) by installing Skybridge, establishing outreach centers, and utilizing interactive television technologies. It is commended for these efforts and further encouraged to provide an improved facility on Moloka'i.
3. MCC is cognizant of the growing demand on the island for upper division and graduate programs. It is encouraged to continue monitoring these needs and to work with the office of the senior vice president for academic affairs.

Authors

Vinnie Linares has taught English at MCC since 1975. When not teaching, he is either traveling, cooking, or acting on the Maui stage.

Dick Mayer has been teaching World Geography and Economics at MCC since 1967.

Ernie Rezents has taught at MCC since 1960. He coordinates and teaches at the Maui and Moloka'i agriculture training sites. He was instrumental, along with university personnel, in obtaining funds for a new classroom-laboratory, greenhouse, and "one hole golf course" for agricultural instruction on Maui.

Susan Terry is a counselor at MCC, Office of Student Services. Currently she is serving as the director of the Career Development Center and Women's Center.

Windward Community College

Windward Community College (WCC) is one of seven community colleges within the University of Hawai'i system. Established in 1972, it is located east of the

Table 4. International Courses
Windward Community College, Fall 1989

Course	Title
ART 270	Aspects of European and American Art
ART 280	Aspects of Asian Art
ENG 251	Major Works of British Lit. (Middle Ages to 1800)
ENG 252	Major Works of British Lit. (1800 to Present)
ENG 253	World Literature I
ENG 254	World Literature II
FR 101	Elementary French I
FR 102	Elementary French II
FR 201	Intermediate French I
FR 202	Intermediate French II
GEOG 102	World Regional Geography
GEOG 151	Geography and Contemporary Society
HPER 123C	Folk and National Dances of the Pacific
HIST 151	World Civilization I
HIST 152	World Civilization II
HIST 241	Civilizations of Asia I
HIST 242	Civilizations of Asia II
IS 261	People, the Ocean, and the Environmental Crisis
JPNSE 50	Basic Spoken Japanese
JPNSE 101	Elementary Japanese I
JPNSE 102	Elementary Japanese II
JPNSE 201	Intermediate Japanese I
JPNSE 202	Intermediate Japanese II
MUS 107	Music in World Cultures
PHIL 102	Intro to Asian Philosophy: Asian Traditions
POLSC 120	Intro to World Politics
POLSC 245	Politics of Hawai'i, The Pacific and the 21st Century
REL 150	Intro to World's Major Religions

Ko'olau Range on the windward side of the island of O'ahu where it serves residents living on a narrow strip of land about 35 miles long by 5 miles wide. Within this narrow strip, there are a number of relatively distinct communities, each reflecting a unique ethnic composition and social character.

WCC offers both liberal arts and vocational education programs. The two-year liberal arts program culminates in an AA degree. Given its small size, the college offers a fairly comprehensive liberal arts curriculum in fine arts, humanities, language arts, mathematics, natural sciences, and social sciences. Liberal arts students often transfer to UHM to complete bachelor's degrees.

The vocational education programs include agriculture technology, automotive mechanics, and several business programs, accounting, finance, and office administration and technology. A student in a vocational education program may

receive a Certificate of Achievement, a Certificate of Completion, or an AS degree, depending upon the program and the curriculum of study.

With the exception of the sister school relationship with Kagawa Junior College in Japan (see volume III), WCC does not presently maintain a formal international program beyond conventional international-oriented courses (see table 4). In addition, ESL students may take developmental and remedial English classes and receive help in speaking, listening, reading and writing English from the learning assistance center.

WCC offers courses in Hawaiian culture, language, and environment (see table 5). Furthermore, because some of the communities served by WCC are well-represented by people of Hawaiian ancestry, the college may establish itself as a magnet school for Hawaiian Studies. This Hawaiian focus may also be considered a Pacific focus because of the relationships established between Hawai'i and the Pacific, and the similarities that exist between Hawai'i and other Pacific Islands. (These similarities, particularly in the need for enhanced marine science education, are highlighted in volume III.)

Like students at the other community colleges within the University of Hawai'i system, WCC's students come from a variety of ethnic backgrounds, with strong representation of students of Asian and Pacific (including Hawaiian) ancestry (see table 3). Although the majority of these students were born and raised in Hawai'i, many are separated from their countries of origin by only one, two, or three generations, and family ties to these countries are often maintained. Consequently, ethnic attitudes and practices have also been maintained in these families. In addition, there has been a resurgence of interest in pre-contact culture in the Hawaiian community. These attitudes and practices help to create a multicultural environment at WCC.

Most of the international activities involving WCC are really the results of individual efforts by faculty and staff without formal programmatic support. For example, the agriculture coordinator has taught classes during summer break in Samoa and has done agriculture curriculum evaluation in Micronesia. The biological science instructor maintains strong professional ties with the University of Guam Marine Laboratory and has been contracted by them for marine biology and aquaculture research through a Pacific Fisheries Development grant. He will take part in an international coral reef studies program in summer 1992 at the Hawai'i Institute of Marine Biology. Another agriculture instructor conducts botanical study tours to Indonesia.

WCC is seeking to internationalize its curriculum, emphasizing the Asian-Pacific region to a much greater level than at present. The college's academic plan for 1991-97 will outline activities to achieve this goal. These activities include expanding its sister school relationship and providing greater opportunities for interacting with students and faculty from colleges across the Pacific.

Table 5 Hawaiian-Oriented Courses
Windward Community College, Fall 1989

Course	Title
BOT 105	Ethnobotany
BOT 130	Plants in the Hawaiian Environment
GG 200	Geology of the Hawaiian Islands
GG 210	O'ahu Field Geology
GG 211	Big Island Field Geology
GG 212	Maui Field Geology
GG 213	Moloka'i, Lana'i, and Kaho'olawe Field Geology
GG 214	Kaua'i and Ni'ihau Field Geology
HAW 101	Elementary Hawaiian I
HAW 102	Elementary Hawaiian II
HAW 201	Intermediate Hawaiian I
HAW 202	Intermediate Hawaiian II
HAWNA 231	Hawaiian Culture I
HAWNA 233	Hawaiian Culture II
HPER 124	Dances of Hawai'i I
HPER 125	Dances of Hawai'i II
HIST 224	History of Hawai'i
MUS 121B	Beginning Ukulele
MUS 121F	Beginning Slack Key Guitar
MUS 122F	Intermediate Slack Key Guitar I
MUS 130F	Slack Key Guitar Ensemble
OCEAN 220	Hawai'i Fisheries
POLSC 180	Introduction to Hawaiian Politics
POLSC 245	Politics of Hawai'i, The Pacific and the 21st Century
REL 205	Understanding Hawaiian Religion
SCI 123	Introduction to Science: Hawaiian Perspectives
SSCI 120	Hawai'i's People
ZOOL 106	Hawaiian Marine Invertebrates
ZOOL 107	Identification of Hawaiian Fishes

Future Directions. The 1991 University of Hawai'i Master Plan identifies the following developmental directives for the college:

1. Windward should continue its liberal arts program and be the community college taking the lead in Hawaiian Studies. There also should be limited offerings in technical-vocational education. Programs in landscape management and training in the creative and performing arts should provide this community with distinctive specializations.
2. WCC should also mount innovative and community service programs in the fine and performing arts, thus serving as a cultural center for the region.

3. With the approval of the physical master plan for WCC, the much needed capital improvement program should proceed as planned.

Authors

Jean Hanna received an MA at Sophia University in Tokyo. She teaches Japanese at WCC and has taught at all four community colleges on O'ahu. In addition, she is looking forward to teaching English 257, a writing intensive course on Japanese Literature in translation.

David Krupp is the Marine Option Program faculty coordinator at WCC. He teaches classes in marine biology, oceanography, general biology and zoology. He is also a research affiliate with the Hawai'i Institute of Marine Biology, where he studies the biology and ecology of coral reefs.

Kalamazoo Valley Community College

The main campus of Kalamazoo Valley Community College (KVCC) is located on 187 acres of natural landscape eight miles west of the city of Kalamazoo, Michigan. The campus is accessible from major highways and daily public transportation via the Kalamazoo Metro Bus system. The KVCC Downtown Center is located in the heart of Kalamazoo, with major construction underway for expected significant future growth.

History. KVCC was established in 1966 with the overwhelming approval of the electorate of nine school districts in the Kalamazoo Valley Intermediate School District. The Mattawan Consolidated Schools subsequently joined the KVCC district. The pioneer class had 1518 students. Since then, the college has experienced continual growth and is presently serving more than 11,000 students annually. The college offers educational programs in vocational and technical areas, health service, social service, general education, liberal arts, and community services.

The main campus facilities provide a variety of classrooms, laboratories, library, multimedia facilities, shops, food service areas, student activities areas, and support services areas. The smaller downtown campus provides facilities that accommodate the education, training and retraining needs of business and industry and makes continued education a convenient possibility for the employees and residents of the downtown area as well as others driving to the city.

Community Served. KVCC serves over a quarter million residents, 75 percent of whom live in urban areas, with

25 percent of this population living in rural environments. Major industries are in services (retail, banking, health care, real estate, hotel, insurance, restaurant, construction, communication, trade, transportation, accounting), manufacturing (machine tools, automotive, metallurgy, chemical, pharmaceutical, paper and plastic products, furniture) and farming.

Student Demographics. In the student body of KVCC, there is a wide range of abilities and aspirations. The students are a reflection of the college's goal, which is to reach out to all members of the community who desire education and training. Although the majority of the students come from the greater Kalamazoo area, the student body also represents students from other areas of Michigan, other states, and other countries.

About 55% of the students are female and 45% male. The average age is 27, with about 20% of the students over 40. The breakdown of students by ancestry is: 7% African, 1.5% Hispanic, 1.0% Asian, 1.0% Native American, 1.5% Foreign Students, and 87.0% European.

College Programs. KVCC offers many different programs of study. Some are designed to help students gain employment or, if the students are already working in the field, upgrade their skills; other programs are designed to prepare students for transfer to four-year colleges and universities. An organized program of study at KVCC normally leads to either a two-year degree or a certificate that signifies completion of a prescribed program with specific educational-occupational goals.

Associate degrees are offered in 7 fields of education, over 20 fields of liberal arts, 5 fields of business careers, 5 fields of health careers, 2 fields of human and public service careers, 11 fields of technical and industrial careers, 8 pre-engineering fields, and 12 pre-science fields.

Certificates are offered in international studies, legal secretary, medical secretary, practical nursing, emergency medical technology, automotive technology, drafting, electrical technology, electronics technology, environmental control, machinist, plastics, transportation, and welding.

Rationale for an Asian-Pacific Emphasis. The KVCC curriculum has traditionally incorporated mostly European content. In recent years, a conscious effort has been made by several faculty to incorporate greater non-Western content into the curriculum. KVCC has contributed papers on their International Studies Program to lead off volume I, their campus internationalizing activities in volume II, and their involvement with local business in volume IV.

Clearly, given that the Asian-Pacific region has become the most important economic trading region for the U.S. and the Asian-Pacific immigrant community is fast-growing, the curriculum needs to reflect these realities and future trends so that our graduating students will be better prepared to interact, compete, and cooperate with people in this region. Furthermore, there is great potential for local businesses to increase trade or, at minimum, learn how to deal with Asian-Pacific businesses which have proven to be very successful global competitors. KVCC has an opportunity and obligation to play a major role in such an effort.

Authors

Su Cutler is a sociolinguist by training and inclination, and has done research in Liberia. In ten years of teaching ESL at community colleges, she has advocated the integration of international and multicultural approaches, focusing on intercultural communication. She was the associate director of international education at KVCC from 1990-1991.

Theo Sypris is director of the International Studies Program at KVCC. He holds graduate degrees in economics and political science. He has contributed to the internationalization of the curriculum at KVCC, as curriculum director, and to the creation of the International Studies Program. He was instrumental in the successful attainment of grants from Title VI and AACJC, and has implemented many cooperative projects with other institutions.

Northern Marianas College

Since its establishment in 1981, the Northern Marianas College (NMC) has expanded from a government institution created to train Commonwealth of the Northern Mariana Islands (CNMI) public school teachers to an autonomous public corporation whose mission is to provide the best possible postsecondary, continuing and adult education in both academic and occupational areas. Now in its decennial anniversary year, NMC is fully accredited by the Western Association of Schools and Colleges and offers the Associate of Arts, Associate of Science, and Associate of Applied Science degrees in various fields, as well as several certificate programs.

NMC's main campus is located on the Commonwealth's capital island of Saipan, which had an estimated population of 36,000 in 1989 (see map page vii). There are extension campuses on the islands of Rota (population 2200) and Tinian (population 1800). Less than half of the population of Saipan is made up of citizen residents; the remainder are registered nonresident workers, their dependents, and foreign students.

From fall 1985 to fall 1990, total student enrollment at NMC increased by an average of 12 percent per annum, and that rate is conservatively projected to continue through fall 2000. Of the 700 students (423 FTEs) registered for the fall 1990 semester, at least 496 were ethnic Pacific Islanders, identifying themselves as Chamorro, Carolinian, Filipino, Chuukese, Belauan, Yapese, Pohnpeian, Fijian, Marshallese, and I-Kiribati. An estimated one-quarter of these individuals entered the CNMI to attend NMC. At the same time, greater numbers of CNMI high school students (predominantly Chamorro and Carolinian) than ever before are electing to complete, or at least begin, their higher education at NMC.

In the late 1980s, as enrollments increased and non-CNMI Pacific Island representation in the student body rose to new levels, there was a corresponding expansion of the college's academic division. NMC President Agnes M. McPhetres saw a concomitant need within that division for a postsecondary area studies program that would advance students' knowledge and appreciation of the Marianas and

the Western Central Pacific Basin. Such a program would also serve the larger community through a range of educational and cultural activities.

United States federal support for the development of a Marianas-Pacific Studies Program (MAPS) was obtained for a three-year period, beginning in fiscal year 1989, under the Strengthening Institutions Program of Title III. The initial phase of program development was undertaken by an NMC faculty member serving as program coordinator, with input from a Community Advisory Committee. In early 1990, responsibility for further development and implementation of MAPS was assumed by its present director, assisted by a full-time instructor-writer hired later in the same year.

The MAPS program development and implementation is discussed in volume I. Now in its final half year of U.S. federal funding, MAPS has been extensively redefined and restructured to meet the current and projected needs of students and the programs in which they enroll. Such changes notwithstanding, MAPS has enhanced some of its original program elements and remains committed to NMC's fulfilling its mission and goals. The college will assume fiscal responsibility for MAPS in 1992.

NMC provides a unique learning environment in the Western Pacific. It hopes to continue to develop its reputation as a leading institution in the region, serving the educational needs of the people of the CNMI, Belau, the Federated States of Micronesia, the Republic of the Marshalls, Kiribati, and the emerging nations of the contemporary Pacific.

Author

Barbara Moir is the director of the Marianas and Pacific Studies Program. She earned her PhD from UHM after conducting anthropological research on the island of Takuu in the Solomon Islands.

Addresses of Participating Colleges

Coast Community College District
1370 Adams Avenue
Costa Mesa, CA 92626
Richard Brightman, Project Coordinator

Coastline Community College
11460 Warner Avenue
Fountain Valley, CA 92708-2597

Golden West Community College
15744 Golden West Street
P.O. Box P-1092
Huntington Beach, CA 92647-0592

Fox Valley Technical College
1825 North Bluemond
Appleton, WI 54913
Carolyn Mewhorter, Project Coordinator

Honolulu Community College
847 Dillingham Blvd.
Honolulu, HI 96817
David Wong, Project Coordinator

Kapi'olani Community College
4303 Diamond Head Road
Honolulu, HI 96816
Robert Franco, Project Coordinator

Leeward Community College
95-045 Ala Ike Street
Pearl City, HI 96782
John Conner, Project Coordinator

Maui Community College
310 Kaahumanu Avenue
Kahului, HI 96732
Dick Mayer, Project Coordinator

Windward Community College
45-720 Keaahala Road
Kaneohe, HI 96744
Dave Krupp, Project Coordinator

Northern Marianas College
Box 1250
Saipan, MP 96950
Barbara Moir, Project Coordinator

Kalamazoo Valley Community College
6767 West O Avenue
Kalamazoo, MI 49009
Theo Sypris, Project Coordinator